

Five lose jobs as spending axe falls

by Sarah Bayliss

The first compulsory redundancies to hit the teaching profession will take effect from the New Year. Five teachers have lost their jobs as a result of spending cuts in two I.e.a.s.

Four of the teachers to be made compulsorily redundant are in the London borough of Bromley. Three of the four taught until the end of last term in secondary schools which are due to close under the borough's re-organization plans. The fourth was a primary teacher.

The fifth teacher, Mr John Snowden, is a primary teacher in the Isles of Scilly.

Earlier this year Bromley education committee threatened to make 89 teachers redundant; now all but four have been offered redeployment in other schools, or have taken early retirement.

As *The TES* went to press the Assistant Masters and Mistresses Association was considering supporting two of the teachers in applying to an industrial tribunal for unfair dismissal.

"If the local authority remains adamant and resolute then we will explore fully all the legal remedies that are open to us," said Mr Peter Smith, an assistant secretary at AMMA.

AMMA represents a mathematics teacher and a music teacher, both aged over 50. Mr Smith said the association's first concern was that no redeployment had been offered.

"We are not at all convinced that there has been a serious attempt to find jobs for these teachers," he said.

Secondly, premature retirement had been offered to the teachers but with no enhanced pension rights whatsoever.

Teachers up and down the country have volunteered for premature retirement and have been given enhanced pensions. Here are two teachers to be made redundant against their will and the local authority has indicated no willingness at all to give any enhancement."

Mr Ray Woollett, secretary of the National Union of Teachers in Bromley, said that the secondary

teacher he represented had been offered an administrative post within the education offices. He had advised the teacher to accept the job if no teaching post materialized since it came within the redeployment agreement. But it was not yet known whether the offer had been accepted.

Mr Woollett confirmed that the three major unions involved, were in collective dispute with Bromley over its alleged failure to operate the teacher-redeployment agreement.

They claim that the teachers were not "nominated" for new jobs by the authority.

Mrs Joan Bryant, chairman of the education committee said Bromley's officers had done "a magnificent job" in finding alternative employment for 85 teachers who originally faced redundancy.

In the circumstances the authority depended on good will of head-teachers to accept redeployed teachers into vacant posts in their schools. She assumed that in the case of the four teachers who were left without jobs it had not been possible to persuade heads to employ them.

"If we go further and force teachers on reluctant heads then we put all the good will at risk," she said.

A spokesman for the authority said the redundancy payment being offered to the two AMMA members was the maximum discretionary payment - roughly twice as much as the statutory payment. It was correct that enhanced pension rights had not been offered.

"The members felt it was inappropriate, in these cases," Mr Snowden, 47, who taught at Cam Wavel junior school until the end of last term, officially becomes redundant today. His case was highlighted earlier this year in *The TES*.

He taught for 10 years in the only junior school on the island of St Mary and is reluctant to leave the island to find a new job on the mainland. He is planning to take the local education authority to an industrial tribunal over his sacking.

At the time of his redundancy notice the local education authority said he was being sacked because of falling rolls at his junior school.

Lids slam on the top desks



Rochdale senior teachers are to be cut down to size - about 40" by 20". This is the size of desk with which most teachers in the district have to make do. It has two drawers, doubles as a classroom table, and costs about £40.

Until now, though, heads of department have been allowed rather more splendid double-pedestal desks (drawers each side), with a special deep drawer for filing, cost about £50. They have also had special chairs, costing just over £40. Classroom teachers have, as often as not, had to make do with ordinary stacking chairs, costing about £11.50.

Now councillors have decided such lavish provision must end. The council's central purchasing committee vetoed the schedule of furniture for a new school, and Mr David Williams, Rochdale's education chairman, has said that in future heads of department will have to justify why they cannot make do with an ordinary desk.

Bid to block don sackings

By Biddy Passmore

An attempt will be made in 10 days' time to stop the sacking of the first three academics to face the loss of their jobs because their institution has run out of money.

London University's Institute of Orthopaedics has issued redundancy notices to three lecturers and a technician because estimates drawn up in April show a deficit of £125,000 in the current year.

But the Association of University Teachers (AUT), which has promised to fight all compulsory redundancies through the courts, plans to apply for a High Court injunction restraining the institute. Its application will be heard on Monday week, the first day of the legal term.

This could be the first legal skirmish of many, as individual universities prepare to shed up to a third of their academic staff within two and a half years to meet Government imposed cuts. The AUT says that more than three-quarters of lecturers have tenure until retirement and cannot be sacked without laying universities open to huge compensation claims for breach of contract.

This week

Images of Christmas	18
New Year honours list	3
Assisted places warning	5
Success scheme for handicapped	6
Review of 1981	7
Twenty five years on camera	8,9
Elias Canetti reassessed	13
Comment	2
Platform	4
Overseas news	8
Letters	9
Features	10,11
Talback	12
Review	13
Arts	14,15
Books	16,17
Resources	18
Media	19
Endpage	20
Carrots and cuts	24
Personal column	24
Classified	21

L.e.a.s try to stop social priority cash

by Richard Garner

Local education authority leaders say they will refuse any applications from teachers for more schools to receive social priority Area payments - despite the fact that agreement has not been reached on their move to wind up the scheme.

At present, 53,000 teachers in England and Wales receive the allowance - worth £201 a year (going up to £275 after five years' service) - but the management panel had asked the teachers' leaders if the scheme could be scrapped from January 1. Negotiations on their request are at stalemate.

However, Mr Alistair Lawton, leader of the management panel on the Burnham committee, which negotiates teachers' pay, said: "We would resist any request for more schools to be designated as strongly as we possibly could."

He said the scheme had been introduced at a time when it was difficult to attract teachers to work in such schools, and had now outlived its usefulness. "However, if the government of the day was to say there are some schools in particular areas of the country which have got to have special recognition, on a one-off basis, we would have to listen to them," he added.

In effect, it means that the management panel can veto the chances of any new schools being designated for the payments. Changes in the rules governing arbitration in the event of a dispute have meant that both teachers and local authorities must agree to outside intervention before it takes place.

Any change of a trade-off along the lines of scrapping the social priority area payments in exchange for increasing the management's 7.5 per cent London weighting package to nearer the teachers' 13 per cent claim is also slim. Teachers leaders would find it difficult to justify such a deal to their provincial members.



The frustrations of being in a wheelchair prompted 16-year-old Jacqui Barber of Shrewsbury High School to design this pair of tongs to help disabled people in the garden. She also developed a pair of long-handled "cut and fold" scissors. Jacqui's inventions were one of the winning entries in the Schools Design Prize organized by the Design Council and sponsored by Rolls-Royce.

Pay talks snub for poly staff

The colleges lecturers' union, NATFHE, has warned it may refuse to sit down in negotiations with the 3,000-strong Association of Polytechnic Teachers - which was given official recognition by Sir Keith Joseph, the Education Secretary, just before Christmas.

The APT has been campaigning for recognition on the Burnham committee - which negotiates lecturers' pay, for seven years but has been turned down by successive Education Ministers, including Mrs Margaret Thatcher, during her spell at the DES.

However, Mr Peter Dawson, general secretary of NATFHE, warned that his union did not intend to sit down in negotiations with the Association of County Councils management panel and NATFHE had spoken out against recognition.

Mr Dawson said that his union represented 85 per cent of all further and higher education lecturers and said that Sir Keith's decision showed "scant regard for good industrial relations."

The APT has already had been granted full recognition by several polytechnics - including Brighton, Huddersfield and Portsmouth.

Sir Keith's decision means that NATFHE has 12 seats on the Burnham teachers' panel, the Association of Principals of Colleges two, the Association of Agricultural Education Staff one, the Association of Polytechnic Teachers one and the National Society for Art Education one. On the management side, the Association of County Councils has eight seats, the Association of Metropolitan Authorities six seats and the Welsh Joint Education Committee one seat.

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EDUCATIONAL SUPPLEMENT

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Enter 1982 to the ticking of a time-bomb

There must be many readers of *The Times* who wish that the boring pre-occupation with money would recede and allow attention to be concentrated on the more important business of teaching and learning. Unfortunately it won't. There will be few teachers or educational administrators or support staff or publishers or suppliers in Britain of 1982 who are not directly or indirectly affected by the crisis of cash.

The breakdown of the mechanisms for paying for public education is now the most serious weakness of the education system in these islands. It has produced confusion and discouragement among teachers, a mixture of weakness and defiance among the local authorities, and a crippling melancholy in the Department of Education. The gap between the determination of national policy and the allocation of resources saps the will and lowers the spirits of successive Ministers, who respond, like Sir Keith Joseph, by emphasising the negative powers at their disposal.

All this provides the essential backdrop to the opening of another year and to the recent announcement of the details of the Rate Support Grant for 1982-83.

Within an assumed 3½ per cent fall in all local government spending, education is only intended to fall by one per cent. Some local authorities will be "expected" to cut their total spending by as much as seven per cent. Those who fail to make the cuts for which Mr Heseltine is asking will lose varying amounts of rate support. Only extreme perversity will reduce them to the farcical state in which the Inner London Education Authority finds itself — so far over the top that it receives no grant at all, and untouched by further threats.

The more that is written about the allocation of the grant and the calculations on which it is based, the farther the discussion plunges into cloud-cuckoo-land. Sir Keith can proudly announce that "extra" money is being pro-

vided for those who stay on beyond 16, or for books, or for adult education. But he knows, and we know, and he knows that we know, that he might as well save his breath to cool his porridge. His affirmations are devoid of pith or substance.

Mr Tom Caulcott, the ex-Department of Environment civil servant, who turned poacher to run the Association of Metropolitan Authorities, is right: it is extremely unlikely that authorities will discriminate as positively in favour of education as Ministers pretend.

So the year opens on a gloomy note with a 1 per cent cut forecast, which everyone agrees is too optimistic, but which nevertheless is said to imply the loss of 13,000 teaching posts, including between 2,000 and 3,000 involuntary redundancies. This "optimistic" scenario, however, is itself built on a manifest improbability — namely, the assumption that pay increases will be limited to 4 per cent of the salary bill while other prices will only rise by 9 per cent. The odds against either figure proving to be correct must be very long indeed — certainly nobody would expect to get evens on this from Ladbrokes.

This could mean much harsher education cuts than any now envisaged by Sir Keith. And yet...? And yet it is impossible to take either the threats or the promises very seriously. It is all Lombard Street to a China orange that the local authorities will fail, collectively, to get down to Mr Heseltine's targets. Many will use the Government's unrealistic inflation figures for budgeting purposes. The ban on supplementary estimates will force them into deficits which they will blame on the Govern-

ment. For one reason or another, education will neither do as well as Sir Keith pretends nor yet as badly as is feared; instead it will soldier on, under its own momentum, while Sir Keith wrings his hands and looks for less expensive things to meddle with.

The signs are that the paralysis which is never far away from official attempts to change the examination system is again about to overtake the long-delayed 16-plus reform. Mounting criticism from the schools and the CSE boards finds echoes in the reactionary sentiments of Dr Rhodes Boyson and Sir Keith Joseph, who would like to see the Carlisle compromise swept away. This would wreck any timetable for the introduction of new exams. The initiative would lapse and it would be open to another government, after 1983 or 1984 to shake the kaleidoscope yet again.

Of course, examination reform should be a stimulus to a review of the staffing required to ensure access to the curriculum which underlies the examination. But there is no way in which a man with Sir Keith's intellect and honesty can press ahead with this, when he cannot guarantee any resources for any purpose and is under a political obligation not to endorse any policy which costs money. (The indignation with which the authorities have greeted his suggestions about school transport shows how right he is to be inhibited.)

If what seems to be happening on examinations is highly unsatisfactory, what is to be said of the Department's stance on the 16 to 19s? Sir Keith has shown the negative side of his policy clearly in the Manchester decision and

the draft circular now accumulating consultative brickbats. The Macfarlane report, earlier in the year, was a poor thing. But at least it acknowledged the more pressing questions raised by falling rolls. It has, however, proved to be too much for Sir Keith's delicate digestion and the DES is left with no serious policy for 16-19, except to tag along behind the Manpower Services Commission.

Here, again, it is the financial settlement which dictates not only the policy but, also, how the policy should be made and by whom, and who should supervise it. Because there is no adequate financial basis for public education policy, the DES is relieved of the responsibility for exercising its collective mind on these matters and the damaging divide in public policy between education and training, school and non-school, is dug a little deeper each year. The latest evidence of the way the irrelevance of the DES and the I.E.A.s is now taken for granted comes with the details of the Department of Industry's programme of regional technology centres, financed directly by the DoI from a special pot of gold.

It would be pleasant to suppose that 1982 was going to be the year in which Ministers put their minds seriously to the question of local government finance. Unfortunately, nothing looks less likely. The Green Paper which appeared two weeks ago is an omnium gatherum which provides a better catalogue of reasons for past inaction than plans for future reform. It is most unlikely that a new financial base for local government will be enacted in this Parliament.

It certainly ought to be a topic exercising the minds of the Social Democratic-Liberal Alliance — it is far more important for education than the detail of any particular education policy. Their educational critics should regard this as a crucial test of their seriousness. On many matters they will wisely refuse to give hostages to fortune. But an SDP-Liberal policy on this is essential.

Comment

Architecture at the DES

On the retirement of Mr J. L. H. Kitchen, ARIBA, under-secretary and chief architect, in charge of the Architects and Buildings Branch at the Department of Education, the old A and B branch is to disappear, merged in a new Schools Branch II, headed by Mr D. G. Libby, an under-secretary now responsible for Planning and International Relations.

This is part of the "continuing review of senior posts", throughout the Civil Service, among the aims of which is the elimination of as many jobs at the under-secretary level as possible. With the contraction of the school building programme, the work of A and B branch is now much less than in its hey-day. Staff numbers have been reduced from 160 in 1972 to a present complement of 83.

All this provides an explanation for the latest decision. But what is to be strongly deplored is the loss of status for the architects in the DES and the ending of more than 30 years in which their professional autonomy was recognized by having an architect as joint head, or head, of the Architects and Buildings branch.

By a most unhappy irony, the announcement coincided with the death at the age of 69 of Sir Strafford Johnson-Marshall, the ex-Hertfordshire deputy architect whose appointment to be chief architect at the Ministry of Education in 1948 marked a radical change in the status and character of the job. Johnson-Marshall was the man who created the Development Group and recruited the nucleus of the brilliant team which helped to change the face of school building.

It was Johnson-Marshall's good fortune during his part of his career to work with a succession of brilliant educational administrators — John Newsom, in Hertfordshire, and at

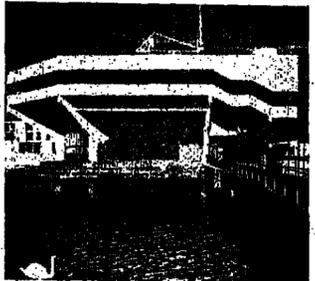
the Ministry of Education, Antony Part (later Sir Antony Part who retired in 1976 as permanent secretary at the Department of Industry), William Pile (later Sir William and permanent secretary at the DES) and the late David Neak. His particular gift was in establishing a close rapport with his colleagues in different disciplines. It was his constant aim to persuade architects, administrators and educators to pool their thinking on the design of schools.

When the Architect and Buildings branch was formed in 1949, longstanding precedents were broken and it was decided that Johnson-Marshall and Part should be joint heads, with the civil service rank of assistant secretaries. The joint headship was seen — as it was intended to be seen — as symbolic of the close cooperation on which the branch was formed. It was also a recognition that the strong professional team of architects should be able to look to a professional architect at the head of the branch.

Subsequently, the chief architect's office was again upgraded to the equivalent of an under-secretary: it had to be if the Department were to be able to recruit chief architects from among the top architects on local government.

The present loss of posts to services as well as junior levels is understandable and there is no reason why A and B branch should expect to remain unscathed. But the most serious consideration should now be given to specific ways of safeguarding the position and status of the DES chief architect, in relation both to his own professional colleagues and to the rest of the administrative hierarchy. The influence of the Department in matters of school design depends entirely on the quality of its architectural team. A cheaper architectural department would be expensive at any price if it lost its esprit de corps and sunk into mediocrity.

Strafford Johnson-Marshall (he was knighted in 1971) left the Ministry of Education in 1956 and went into private practice with Sir Robert Matthew. One of his most important subsequent projects was the University of York where he designed — and received — the same close cooperation from the future Lord James as he has expected in Hertfordshire and at the Ministry. He was a convinced exponent of



pre-fabrication and system building and employed the CLASP system with notable success on the York campus (above).

First and foremost, however, he will be remembered as a man who brought great resources of energy, enthusiasm, imagination and ingenuity to solving the critical problems of school building in the post-war period when acute shortages of labour and materials determined what was practical.

In these circumstances he had no doubt that, in many areas, pre-fabricated components offered the only prospect of completing the work in time. He was right. Nothing can erase his remarkable achievements in Hertfordshire and at the Ministry.

ILEA unscathed — for how long?

Among the items of news rushed out in the run-up to the end of the year was the withdrawal of Mr Heseltine's ill-considered proposals for local referenda and the publication of a more limited Bill, aimed at stopping supplementary estimates. Its implications for the behaviour of education authorities have still to become plain. A ban on supplementary estimates would have prevented some of the policy switches which have followed the 1981 local elections. But the cities will breathe more confidence in the absence of any change in

their rating powers for industrial and commercial property.

For London, the new Bill represents a major climb-down by Mr Heseltine. The ILEA precepting power remains intact, with no referendum to provide a special sanction against "overspending". There is much uncertainty still about the full effect of the House of Lords judgment which rejected London's transport subsidy. The GLC supplementary rate also included a supplementary demand for ILEA. It is not clear whether the ILEA change will be reinstated or simply dropped.

Inside the ILEA, the first reaction is to crow about the Government's decision not to go ahead with the referendum. But this is likely to be tempered by a recognition that London may not have heard the end of the story. When Lady Young's ministerial committee sided with the ILEA against those who would like to have handed education back to the boroughs, it was made clear that the Government still regard the ILEA's anomalous, and inadequately democratic, taxing powers as less than satisfactory.

London was relieved, but on the underlying assumption that other steps would be taken for the control of local government spending as a whole, which would also deal with London's unique position.

In the meantime, the legal eagles are studying the House of Lords judgments with great care, and in particular some remarks by Lord Diplock about the GLC's decision to go ahead with policies they knew would lead to the withholding of £50m in central government grants. This, he called, "a thrifless use of monies". If authorities which overspend can be said to be guilty of a "deliberate failure to deploy to the best advantage the full financial resources available to them" by avoiding "any action that would involve forfeiting grants from central Government funds", the door is wide open for further law suits raised by ratepayers, or for the intervention of the District Auditor.

No comment

"Sex differences start young," APU report shows. Headline in *Education*, December 11.

Education chiefs warn of tough year

by Sarah Bayliss

The Government's demand for more education cuts will be very difficult to fulfil and means a tough year ahead, according to local authority leaders. But many council leaders are unwilling to consider compulsory teacher redundancy, although redeployment is likely to be more frequent.

Local chiefs greeted with some cynicism the pronouncement by Sir Keith Joseph, the Education Secretary, that education should bear a 1 per cent cut in real terms in 1982-83 while overall spending in local government should fall by 3½ to 4 per cent.

"It will be very difficult to convince my council colleagues that their services should volunteer to take bigger cuts to protect us when education is already spending such a big share," said Mr John Horrell, chairman of Cambridgeshire's education committee and Conservative chairman of the Association of County Councils.

Mr Jack Springett, education officer of the Association of Metropolitan Authorities, pointed out that even if a 1 per cent cut was possible it will mean on paper a loss of 13,000 teachers' jobs including 2-3,000 compulsory redundancies. But many of the Association's members had made clear their unwillingness to consider compulsory redundancies.

Mr Horrell predicted that rather than making teachers redundant, local authorities would practise the deployment of teachers on a wide scale in the next 12 months. Redundancies were expensive and had been avoided so far "because of our legal duties to people in employment," he said.

On redeployment, Mr Horrell said: "Teachers who lose their existing jobs will be fitted in to other jobs as far as possible. One of the saddest outcomes would be the lack of job vacancies for talented young teachers leaving college. All the jobs vacated by natural wastage and turnover will be going to existing teachers."

He also feared that the curriculum might suffer. "I think I would prefer to have real redundancies than to have unsuitable teachers in a post," he said.

The Government's spending targets and the rate support grant settlement which will meet 56 per cent of the total target, assumes a 4

per cent increase in pay and 9 per cent increase in prices next year giving a combined figure for inflation of 5.5 per cent.

That allowance was dismissed as "nonsense" by a senior finance officer at the Inner London Education Authority this week. He said it had resulted in a "wholly unrealistic" target for the ILEA, adding that for every 1 per cent increase in the salary bill, the authority had to find £6m.

Individual spending targets have been set for each authority. These reward last year's "low spending" councils by virtually exempting them from cuts and punish last year's "high spenders" by demanding cuts of up to 7 per cent.

Even so, more than one third of education authorities — 10 counties and 28 metropolitan authorities — are being asked to cut more than the average of 3½ per cent. The county of Cleveland and Manchester, Sheffield and Newcastle are being told to find the maximum of 7 per cent.

The Department of Environment has produced a second set of targets which are the grant related expenditure estimates (GRE's) for each

In brief

16-plus request

The National Council for Educational Standards, a right-wing pressure group, has written an open letter to Sir Keith Joseph, Education Secretary, pleading with him "to stop and think" about the new 16-plus examination.

The council urges him to postpone the introduction of the new system from 1987 (the expected date) to 1989.

Claim rejected

A claim by the National Association of Head Teachers for a seat on the body which negotiates pay and conditions for teachers in Northern Ireland has been rejected by an independent arbitrator.

Language grants

Kent University has accepted two EEC grants totalling £3,200 to support further development of its undergraduate degree links with French universities. Students at the university can take a four-year B.A. in English and French law, including a third year at the university of Paris-Sud, or courses in Accounting with French, Economics with French or European Management, which include a year at Grenoble. Links with a theatre studies institute in Montpellier are also planned.

Research review

Lord Rothschild, former head of the Government "Think Tank", is to conduct urgent review of the Social Science Research Council (SSRC), it was announced last week. Sir Keith Joseph, the Education Secretary, has asked him to say which areas of the council's work could be paid for by the customer rather than the Exchequer and which could be carried out cheaply — with other publicly-funded bodies.

Professor's move

Professor Frank Kermode, who is giving up his Cambridge chair because of a bitter dispute about structuralism within the English faculty, is to take up a chair at Columbia University, New York, from next July. Professor Kermode, 61, announced his intention of retiring five years early from the King Edward VII Chair of English Literature because of the row over the non-appointment of Dr Colin MacCabe to a permanent Cambridge post.

Science meeting

One of the largest meetings of teachers will take place in Canterbury next week when more than 2,000 attend the Association for Science Education's annual meeting at the University of Kent. The meeting coincides with the start of a major review of the science curriculum by the ASE and the Schools Council acting jointly and encouraged by the Department of Education and Science.

Milking the EEC

More school milk is being drunk following the launch of a scheme to provide cheap, Common Market-subsidized milk to schools, launched two months ago. The Dairy Trades Federation says that estimates for 1982, from 57 local authorities in England and Wales indicated a 25 per cent increase in the provision of free milk, and a 50 per cent increase in cheap milk sales to schools.

Music degree

Bretton Hall, College of Higher Education, which is affiliated to Leeds University, will be starting a three-year honours degree in music in September. It will be only the second three-year honours degree offered within the Leeds Collegiate system — the other is in drama.

Concern on higher pay for good staff

by Richard Garner

Moves to pay good teachers higher salaries could lead to jealousy and hostility in the classroom, the education conference of the National Association of Schoolmasters/Union of Women Teachers was told this week.

Professor Ted Wragg, director of the School of Education at Exeter University, told the conference at the union's education centre at Rednal, Worcestershire, that there was a strong case for paying good teachers more money — as has been suggested by local education authorities — but it would be extremely difficult to identify them.

Professor Wragg added that it could be argued the price of such a scheme would be "that jealousy and hostility in the staff room would increase at the very time when personal and professional relationships are crucial. Teachers must decide whether the price is worth paying," he added.

Professor Wragg also criticized the present government's lack of support for education and spoke of the "lack of inspiration from the grotesque menagerie of people haterly currently holding national political responsibility, in some cases at Cabinet level."

Earlier, Mr Christopher Price MP, chairman of the Parliamentary Select Committee on Education, Science and the Arts, had told the conference that up to 3,000 schools might have to close during the next decade if the birthrate continued at its present level.

He said some criteria had to be found to assess which schools should close or amalgamate. "All we have to go on at the moment is that statement of Sir Keith Joseph that 'schools of proven worth' will be kept open."

Mr Price warned that Sir Keith may think identifying schools of proven worth would involve protecting the voluntary form of grammar schools and closing others, thus destroying sixth forms in many inner city schools and shifting the percentage of pupils going to these former grammar schools from 15 to 40 or 50 per cent within a couple of years. Sir Keith could also take into account "school popularity and recruitment" when deciding which schools should close.

"The logical result of such a policy would be to close the inner city schools, keep the suburban ones open and condemn inner city kids to a daily mass trek into the suburbs," he said. However, he added that schools and their staff should welcome regular evaluation of their standards.

Teacher is Mastermind

Mr Leslie Grout, a teacher at Christ Church Middle School, Ottershaw, Surrey, struck a blow for the image of schoolmasters this week by winning the BBC's *Mastermind* TV quiz.

Mr Grout — pictured right with his prize, a glass bowl — is a linguist with special responsibility for French in the upper school. But history is a great love of his and it was to this he turned when asked to select his subjects for the competition.

He chose St George's Chapel, Windsor for one round and burial grounds of London, a sort of Who's Who's of the distinguished, but dead, for another.

Unlike last year's winner, Mr Fred

Houssego, a taxi-driver who gave up his job to become a "media-person", Mr Grout will be back in the classroom when term begins next week. "You can return to taxi-driving more easily than you can return to teaching after a period of absence," he said.

General knowledge has an important place in children's education, says Mr Grout, but within limits. "It is important they should be able to name the Prime Minister and that sort of thing," he said.

Mr Grout's pupils have followed his progress in the competition with interest. But he won't know their reaction to being taught by a *Mastermind* until the new term begins next week.



New Year Honours: education awards

Thames-Ball, George Thomas, CBE, for services to music. James Macdonald, CBE TD DL, for public service. Gwynn, James Leeson, CBE, secretary, Medical Research Council. Gama, John Currie, CBE, Cargill Professor of Natural Philosophy, University of Glasgow. Blyth, Frederick Knox, CBE, for political and public service.

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Threat to allowance

by Hilary Wilce

Teachers working in British forces' schools abroad could stand to lose many of their extra allowances if Ministry of Defence officials get their way.

The Ministry — desperate to cut costs in every corner — is known to be casting a hopeful eye over the allowances of their 2,000 teachers. Staff who work in the Service Children's Education Authority schools are paid Burnham rates, plus the Inner London weighting allowance of £759.

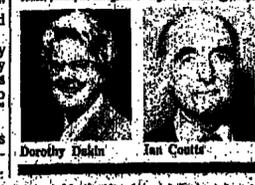
On top of that they are entitled to various allowances, according to their seniority, the country in which they are working, and their marital status.

A middle-ranking teacher working in West Germany, and living there with his wife, for example, would be entitled to a tax-free foreign service allowance of £2,405 a year. He would also be entitled to boarding school fees for his children, moving costs, and a rent allowance. Duty free cars and petrol, and being able to buy goods at NAAFI prices are other attractions.

The foreign service allowance is paid to all civil servants working abroad, and is intended to bring people's standard of living up to what it would be at home.

The feeling in some Ministry of Defence quarters is that while the allowances are reasonable for teachers who live and work abroad for a short spell, they are excessive for teachers who virtually settle overseas. One official quoted the case of a teacher who had been living rent and fuel-free for 24 years as being the kind of instance where cut should be made.

The Ministry of Defence is about £500m in the red. Service schools abroad have taken a cash out of 16 per cent in 1981-82.

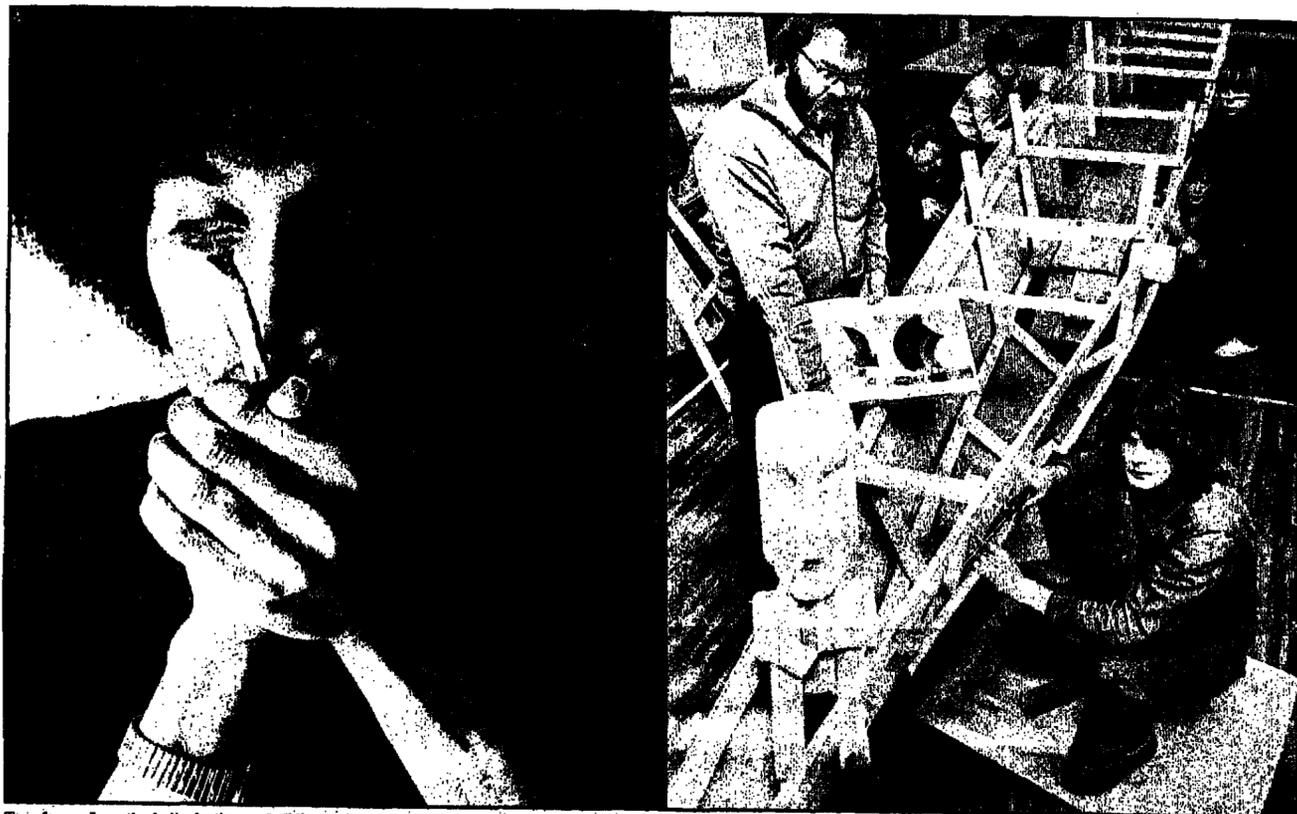


Dorothy Dakin and Ian Coates.

Platform

Amateur volunteers are effectively leading youth activities, says Gerald Haigh, and their methods should be recognized

Lessons outside the classroom



Two faces of youth: hallowing to building canoes

Given a society which prefers its films enlivened by exploding skulls and escaping entrails, it ought not, I suppose, to come as a surprise that there is so much apparent interest in the more dismal activities of the young.

Only the other morning, an early radio news programme dwelt in some detail upon the practice of glue sniffing, bringing into our innocent suburban kitchens not only interviews with juvenile sniffers, but recordings of them actually indulging. As a Wassail for the close of 1981, the sound of small boys gasping into polythene bags had a certain terrible pliancy.

Now we all know, of course, that there are young people who sniff glue; but as we know there are others who dye their hair green and kick seven bells out of passing citizens. It is right that we should worry about such things, and that we should study them, and draw any necessary conclusions about how we teach and nurture our young people. For some of them, Housman's lines:

*Aye, yonder lads are 'er the facts
That we were then.
For Oh, the sons we get are still the
sons of men.*

are lots more inside doing first aid and shinning up ropes.

I live, you see, in constant hope that one day the sociologists, who observe football terraces, and the reporters who interview the grinning lads in Walt Disney boots and post-electrocuting hair styles, will suddenly see under their noses the vast unending army of eight- to 18-year-olds who eagerly turn out night after night to take part in all manner of challenging activities - led, as often as not, by willing amateurs whose knowledge of educational theory is, to say the least, rudimentary.

The sheer variety of these activities is staggering. In almost any provincial town a young person can choose among Scouts and Guides, Boys' Brigade, ballroom and stage dancing, the church choir, majorettes, the marching band, Sunday League football, Nursing Cadets, Kang Ra, riding, BMX (moto-cross on bikes) and at least as many more. Just when you think you have heard the lot, something else turns up. Not long ago a 10-year-old girl proudly showed me an imposing trophy, roughly the size of the Rugby League Challenge Cup, which she had won for winning a Western style quick-draw competition at the local working men's club. I am now careful to stay friendly with her.

What is astonishing, and often very moving, is not that there are youths who join nothing, preferring the sometimes, literally interpreted, cut and thrust of life among the lock-up garages, but that there are so many who do take part. The sheer scale of it all tends to go unrecorded, because each activity is content within its own tightly circumscribed world, and the overall picture never becomes obvious. There is also, sometimes, a failure to communicate success and enthusiasm to the outside world. This is partly because organizers and leaders lack the time or the motivation to concern themselves with anything not directly connected with the welfare of their beloved "kids", and also, I believe, because many of these activities are to a great extent working class both in membership and leadership and lack easy familiarity with the media, or, indeed, with other influential parts of the establishment.

Thus, I suggest, we need to consider carefully what we have here, only partly recognized by the rest of us. Taking all the multifarious youth activities together, many of whom have waiting lists for membership, what we see is surely nothing less than a mass participation movement peopled by many thousands of young people who choose to spend their spare time pursuing often very difficult goals. And let me remind you that this is happening at a time when a lot of them are not very interested in school, and the problem of motivation looms large in the consciousness of teachers and educationists.

It is not enough to argue, by the way, that the ones doing the activities are the ones who do well at school. The numbers are simply too great. And in any case, the young person who falls at school and succeeds at his outside interest is a well recognized figure among those who work with the young.

What has grown up here, right under our noses, is an alternative, if not an alternative, system of education.

Each one of these has, in its time, figured in school life and each one has been scorned and criticized enough to put its supporters on the defensive.

Just before the end of term one of my small pupils who is a Cub Scout asked me for a note to confirm that he had sung in two school concerts. This, it seemed, would make him eligible for a badge, and it was time before it dawned upon me that I was in fact now depending on the Scout movement to reward my pupils for their efforts in school. The giving of token rewards in youth organizations generally is more closely controlled and planned and recorded - and thus more effective by strict psychological criteria - than it is in many classrooms. And how many club mistresses or school or college in order to find out how better to deal with his or her charges? On the contrary, they are more likely to be found scratching their heads in puzzlement at the convoluted methods of the classroom, and returning with some relief to their own world of simplicity and effectiveness.

You can guess what comes next, I suppose. When you look at the methods used in these various youth activities, in order to discover why they are so effective, they turn out to be the ones which schools throw out long ago. Children are given badges and points as they progress; often there is a special uniform which is given as a privilege when membership is attained, and added to with seniority. And perhaps most important of all there is the opportunity for some form of public display.

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Gerald Haigh is headmaster of Belvoir C.E. Middle School, Bedford, Northampton.

Boyson warning over curbs on sixth-form transfer

by Amanda Haigh, The Times Parliamentary Staff

A strong warning to local authorities to stop standing in the way of sixth formers who want to take up assisted places came in the Commons shortly before the recess from Dr Rhodes Boyson, education junior minister. Pupils in state schools has been unreasonably prevented from transferring to the sixth forms of independent schools, he said during a debate on minor amendments to the assisted places scheme.

He warned that the local authority power to veto the transfer of sixth formers under the scheme would be withdrawn next year unless there was a significant increase in participation. In the first year of the scheme, the number of sixth form places taken up had been disappointing. There were only about 1,000 applications for sixth form places - about one for each of the places available - compared with 17,000 applications - about four or five to every assisted place - for 11 to 13-year-olds.

In England, after selection, 4,185 pupils took up assisted places this September - 3,660 aged 11-13, and 525 sixth formers. In Wales, the proportions were similar, with an equal shortage of sixth form applicants.

The veto - introduced as a result of appeals from local authorities - was intended only to be used where the viability of state sixth forms was affected. Yet, authorities had vetoed something like 100 potential sixth-form transfers.

Dr Boyson said: "Many other applications were never made because of statements by local education authorities that opposed, except in the most exceptional circumstances, the acceptance into the assisted places scheme of sixth formers transferring from lower forms outside."

He added: "A number of authorities refused most, if not all, applications for sixth form transfers, even though those transfers would not have rendered any of their own sixth forms viable. Many of these authorities made their hostile attitude well known locally at an early stage to deter parents; and the threat of a blanket veto must have had an inhibiting effect on parents and thus have been a contributing factor to the disappointing number of applicants at sixth form level."

After hearing strong arguments that the veto should be removed, the Government had decided to keep it in operation as a power of last resort for one more year, hoping that local authorities would use more restraint when imposing it in 1982.

Unless it appeared that a few authorities' practices in this matter had changed significantly for the better, it would be very unlikely the veto would be retained next year, said Dr Boyson.

"Some authorities decided from the beginning that they would create a climate of opinion that would deter parents from applying for sixth form assisted places. That goes against the moral agreement that we made with the local authorities when they said that a veto would be imposed only where it affected the viability of sixth forms inside those schools."

"We shall consider the matter at the end of next year. If we find that there has been abuse we must consider seriously the withdrawal of the right of veto," he added.

Mr James Pawsey, Conservative MP for Rugby, said that if things continued in the present fashion, it would be a little hard.

For the Opposition, Mr Frank Dobson (Holborn and St Pancras South) repeated Labour's pledge to "abolish the scheme at the first opportunity as a first step towards the elimination of the private sector in British education."

The draft Education (Assisted Places Amendment) Regulations 1981, which contained the changes to the scheme being debated, were agreed by 109 votes to 48.

Among the provisions are:

- Revaluation of the income scale on which parental contributions are assessed, to take account of inflation.
- Reduction of the period of ordinary residence required to qualify for the scheme from three to two years (from which refugee children are exempt).



Rhodes Boyson... disappointed at shortage of applicants

Blizzards make village dig in against moors bussing plan

by Sarah Bayliss

Freezing weather and deep snow drifts have hardened the resolve of parents in a Yorkshire village against a council plan for bussing children 10 miles a day to and from school.

Parents in the village of Menston, on the edge of Ilkley Moor, have campaigned for several months against a proposal by Bradford education authority to close the village junior school and to bus 400 children from the age of nine down the Wharfedale valley to other schools.

They claim that Menston children have been unfairly caught in a juggling act by the authority which wants to fill empty places in schools outside the village and to cut its bill to nearby Leeds education authority which currently educates about 300 Menston secondary age children.

Mr Richard Knight, Bradford's director of educational services, said that while he recognized the parents' anxieties, the financial savings could not be ignored. "It would have been irresponsible of me not to point out to the politicians that there is a potential saving of £100,000 here."

Mr Martin Thorne, chairman of the Menston Parents Action Group which held a "no bussing" rally last month, said this week that freezing temperatures and blizzards had increased parents' fears about bussing.

Under the new scheme, which Bradford has said could technically start next September, parents would have had to walk children down to the main road in the hope that scheduled school buses were running, said Mr Thorne. If they also had children to deliver to the infants school, how could they be in two places at once?

Mr Knight said the Menston plan for bussing children was "nothing unusual". Many young children in West Yorkshire already travelled further than 10 miles a day to school.

An officers' report which went to the schools sub-committee this autumn said: "Parents who would be affected, particularly those with young children, will quite properly be anxious, even alarmed, at the prospect of nine-year-olds being 'bussed'." It may be said, however, that the authority is hardly lacking in experience when it comes to bussing large numbers of children to school.

School to work

Thirty technology centres to open with more planned next year

Training boost for young unemployed

Thirty information technology centres to train unemployed young people will start this year, the Government announced last week. The first two - in Gateshead and Newcastle - will open this month.

The new centres, which will cost the Government £9m, will provide training in electronic assembly, computing and basic information technology skills. They will be modelled on the already successful centre at Notting Dale, London (see TES, August 7). Although aimed at 16 to 19-year-olds, they will be available to other groups outside normal hours.

Trainees at the centres, which are a joint initiative between the Department of Industry and the Manpower Services Commission, will receive the YOP allowance of £25 a week. And the centres will later be phased into the new youth training scheme announced by Mr Norman Tebbit, the Employment Secretary, two weeks ago.

Each centre will include a small workshop where trainees can gain commercial experience and each will be supported by a local sponsor such as a high technology company, and in some cases a local authority as well.

Announcing the programme in the Commons, Mr Kenneth Baker, Minister for Industry and Information Technology, said the Government had adopted a deliberate bias towards inner city areas.

There will be four centres in the West Midlands, at Birmingham, Coventry, Telford and Walsall, in addition to one in the East Midlands at Leicester.

In the North West, there will be five centres on Merseyside: two at Liverpool, and one each in the Wirral, at Knowsley and Sefton. There will also be centres at Warrington, Salford and Manchester.

In the North East and Yorkshire and Humber, there will be centres at Newcastle, Sunderland, Gateshead, Leeds and Sheffield.

Inner London will have five - Southwark, Camden, Infringey, Hackney and Brixton - and other centres in the South will be at Bristol and Portsmouth.

Mr Baker said 30 centres were only a start and the Government intended to extend the scheme next year, possibly reaching a total of about 100. He admitted that not all areas were equally catered for in the first phase and said the Government hoped to achieve a wider geographical spread in the second.

Mr John Garrett (Norwich South, Lab.), and Opposition spokesman on industry, welcomed this announcement. The Opposition were pleased to see the Government was now taking training experience and information technology as seriously as other European governments, he said.

In response to an anxious inquiry from Mr Christopher Price (Lab, Lewisham West), Mr Baker said the centres would not compete with further education provision.

The Salford centre will be sponsored jointly by Salford University, the local education authority and Ferranti Computer Systems, the university has announced. It will provide for about 40 unemployed young people.

Private sector joint move

Private colleges of further education have aligned themselves firmly with private schools, in a strong statement opposing any move to suppress independent education.

The move is a direct result of a recent Labour Party policy statement on private education.

The Conference for Independent Further Education - an association of 29 colleges which specialize in preparing older students for GCE examinations and university admission - says, in its statement, it "associates itself with all those who see in independent education at every level a means of widening the range of parental choice and of promoting academic excellence and the traditional virtues of self-discipline and service for the benefit of the community as a whole."

"Subject only to there being statutory safeguards for the maintenance of adequate educational standards, we shall oppose any attempt to restrict or suppress independent education by political, economic or legislative action."

Prize effort

Prizes for effective cooperation with industry are to be offered to academics under a new Government award scheme announced this week by the Department of Industry.

Cash grants of £25,000 each will go to the two teams from universities, polys, or colleges judged to be making the biggest contribution to a joint venture with industry. Each member of the team will also get a diploma. The judging panel, to be headed by Sir Henry Chilver, vice-chancellor of Cranfield Institute of Technology, will take into account benefits to the educational establishment concerned, education as a whole, and the community.

The scheme is to be called EPIC - education in partnership with industry or commerce.

Boh Do reports on a meeting of the British Psychological Society Diaries tell of Pupils' enthusiasm that advice ignored can spell mistakes

The expressive writing versus accuracy argument was given a new twist at the London meeting of the British Psychological Society last week. It could be that some poor spelling is actually caused by writing enthusiastically and expressively and not just by ignorance or teachers' inattention to the "basics".

This idea was suggested by the work of Dr Christopher Stirling of Reading University. He has been looking at the mistakes children make in their writing to see if it is possible to infer from them anything about the way their minds were working at the time.

Looking at 56 essays written by 11-year-olds, he found most errors were caused by two well-known forms of mistakes. One results from children reproducing errors in the way they actually say the words; "sandwiches", "probably" and "especially" being common examples.

The other is the result of joining two words or parts of words without proper regard for the rules like dropping the e in "moving" or doubling the consonant in "scrubbed".

But Dr Stirling also found some evidence suggesting a third kind of error. In this, a similar but wrong

word is written; "the" is written instead of "then", "they" or "there"; "when" is written for "went" or words are wrongly split up, so "become" becomes "be come", "together" "to gether" and "beside" "be side".

Dr Stirling believes the process of organizing the ideas for an essay, and the stream of events in a coherent form at the same time as applying the rules of grammar and spelling is a very complex brain activity. He says there seems to be some sort of checking or feedback mechanism by which children automatically monitor what they write, as they write. But in some cases this monitor is satisfied by any acceptable English word regardless of context or meaning.

When asked about errors like these, children quite often know quite well what they should have written.

Just as speakers often make quite obvious slips of the tongue or mispronunciations without realizing it, so was the writer in full flood likely to make slips of the pen. These errors could presumably be avoided by the simple expedient of teaching children to read over very carefully what they had written.

Plea on adult education

Lady Flowdon, president of the National Institute of Adult Education, has written to Sir Keith Joseph, the Education Secretary, appealing to him to protect adult education services.

Rising fees and dropping enrolments are threatening many areas of adult education, according to members of the institute's council.

A national survey of adult education is being conducted by the NIAE in association with the Association of Adult and Continuing Education. Early returns show that fees are increasing by about 25 per cent, while enrolments are dropping by about 3 per cent. In the previous two years, rolls have fallen by 10 and 11 per cent.

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The Times Educational Supplement

Diane Spencer reports on a scheme to give handicapped children a better start to school

A part of society, rather than set apart

The tragedy of having a severely mentally handicapped child has been well publicized in recent court cases. But during the International Year of the Disabled people, what has often been overlooked is the work being done with severely retarded children and their parents to help them develop from the earliest possible moment.

For the past 10 years the law has decreed that no matter how severe the mental handicap, every child has the right to be educated. The 1971 Education Act made the severely retarded the responsibility of the Department of Education and Science rather than that of the Department of Health and Social Security. Such children were no longer regarded as "ineducable".

During the 1970s a movement gained momentum to integrate the handicapped into the mainstream of the education system and, thus, society. The Warnock report, which led to the special education bill just passed by Parliament, pointed the way to a new concept of special education and, throughout the decade, the slogan "parents as partners" gained more credibility with both professionals and parents.

The mentally handicapped, who are often physically disabled too, are the most difficult children for parents and teachers to cope with. But a scheme which has been running in Manchester for five years gives hope and direction for the future.

The Anson House Project, funded by Barnardo's, the education authority and the university, brings together pre-school age severely handicapped children, ordinary children, their parents, teachers, psychologists, social workers, therapists, nursery nurses and students. All work as a team to try to give the children a good start to their school life.

This project also aims to stimulate research, disseminate the findings and help train staff from all disciplines involved.



A balance is struck between creative and more bolsterous play.

Classes on four mornings a week are highly structured with each child carefully monitored and staff deployed for different tasks. A balance is struck between creative and more bolsterous play and teaching the children the usual nursery school skills: sorting blocks, arranging patterns drawing, cutting paper - developing their "cognitive and fine motor skills" as the jargon has it. A coordinator, sometimes a nursery nurse or a psychologist, not

necessarily a teacher, ensures that each child gets his or her share of the activities, and a break. Even "snack time" is used in a planned way to encourage the four non-handicapped out of the 12 pupils to practise social skills and to get all of them used to different types of food. But this time is even more important for the severely handicapped children as many have great difficulty in eating because of too much or

too little sensitivity around their mouths. It can take such children, more than an hour to eat a simple, liquidized dish.

A speech therapist studies their problems and, with the help of parents, prescribes exercises to build up tolerance or sensitivity. One child has already learned to chew and has progressed to more solid foods after this treatment.

The large classroom can be viewed through a one-way window by parents and project workers and it can also be video-taped by researchers. One researcher is now studying the children - particularly how the handicapped and non-handicapped get on together.

Parents do not just walk in and dump their children for the morning: they are expected to commit themselves to stay at least one session a week. Sally Beveridge, project director, said parents are warned of the heavy commitment they are making.

When parents are referred to the project, usually by a doctor, health visitor or home visitor, pre-school teachers, they are invited to visit Anson House, a large Victorian building just outside the city centre. There they watch what happens and meet other parents and staff.

The social worker, who is part of the team, then visits the parents to see if they want to get involved. If so, more staff visit them and as well as interviewing them they also assess the child. "If they are still keen, we discuss it with the rest of the team and get back with a decision very quickly," said Sally Beveridge.

At first, parents spend their time in the class, but once their child settles down they might only stay for the first 10 minutes. But they are expected to help with toileting, handwashing and cleaning teeth and, in the final few minutes, with singing, games or playing outside.

Every two weeks, outside speakers give talks to parents on subjects varying from welfare rights to the new education act.

Parents soon realize that integration usually depends on the most basic skills. When they approach an ordinary primary school to take their handicapped child, the first question is more likely to be: "Can he ask when he wants to go to the lavatory?", rather than: "How well can he do pre-reading work?"

Much of the "homework" parents are asked to do with their child is concerned with developing these self-help skills such as feeding or dressing. When Sally Beveridge and her team think the time is right, they give the mother a programme to work on at home. She said: "This is usually something that is not so vital that it will cause both of them stress if we do not succeed in it quickly. We want the parent to be rewarded as well as the child."

The mothers (although fathers are welcome, they rarely have chance to attend) enjoy their time at Anson House. They find comfort in each other's company realizing that they are not alone in coping with what was once an insurmountable problem. Most report remarkable progress in their children, too.

For parents of non-handicapped young children such changes as the ability to swallow semi-solid food after six months intensive training, the movement of a head to follow that of a toy, perhaps only reaching out for a bright object where there was no recognition and no action, might be negligible.

For the normally developing child there are gains, too. They soon realize that some of their classmates are slower than they are, or are hardly able to move at all. As a result, says Sally Beveridge, they are quick to find tissues and toys for them, or rock them in the hammock. "They learn to develop their social sensitivity" she said.

The project has been given another three years to run by Barnardo's, its main benefactor, but is expected to place more emphasis on disseminating research and on staff training.

January

The cold winds blew at the North of England Conference as Mr Mark Carlisle, the Education Secretary, said more schools would have to be closed to make savings. But the teachers, optimistic as ever, decided to press ahead with a pay claim of at least 11 per cent.

Manchester City Council approved a plan to scrap sixth forms and have sixth form colleges instead. A right-wing pressure group said sixth form colleges were a disastrous idea and the only solution to small sixth forms was selection.

Two weeks later, the Macfarlane Report on 16 to 19s said nothing was ideal but local authorities should still do something.

Meanwhile, Cambridge University tore itself apart over the non-reappointment of Dr Colin McCabe, a red-headed English lecturer, because of his structuralist approach. The TES and other newspapers tore themselves apart trying to explain structuralism.

February

There was unusual press interest in pre-school education, as Prince Charles announced his engagement to a kindergarten teacher.

After much to-ing and fro-ing, the Government decided not to do anything about the high-spending ILEA - provided it behaved itself in future. The beliefs of Dr Rhodes Boyson received an unexpected fillip from Birmingham University, where researchers found that pupils learn better sitting in rows rather than round tables.

Local authorities were cast into a state of panic by a High Court ruling that they could not charge for instrumental music tuition.

On the pay front, teachers got more and more optimistic and decided to press for 15 per cent. The local authorities offered 4 per cent. The teachers got cross and threatened industrial action. Scottish teachers got 7.5 per cent. English teachers got more cross.

And Ruth Lawrence, nine-year-old

Review of the year...

1981 was the year in which a kindergarten teacher became the Princess of Wales... the kindly Mr Carlisle was replaced by the agonized Sir Keith... the universities were squeezed until their pips squeaked and one little girl sailed through O level, A level and Oxford entrance and she never set foot in a school. Biddy Passmore looks back

1981: Of proven worth?



OUT: Mark Carlisle and Lady Young

CLIMBING HIGH: Maths prodigy Ruth Lawrence

from Huddersfield who had been taught at home, got an A grade in her maths O level.

March

English teachers got 7.5 per cent too - but grudgingly, amid dire warnings of more job losses and, true enough, DES predictions said there would only be 69 primary teaching jobs on offer in 1981, although all would be rosy again in the 1990s.

The Government's new White Paper on public expenditure set out another three years of punishment for education. Universities and polytechnics bore the brunt, with an 8 per cent loss in grant.

The Government's long-awaited advice on the curriculum said teachers should carry on teaching and not let pupils drop vital subjects if they were not to get to minimum standards of maths, English, science and foreign language up to the age of 16 were dropped.

April

Professor Neville Bennett reworked his earlier research and concluded that teaching styles did not matter much after all - it was destroying a century's worth of educational thinking and everybody's last shreds of faith in statistics.

Briston exploded into riots and teachers said it would be Liverpool next.

Teachers who had asked themselves if they were valued found that they were - at £23,265 if they died as a result of an assault in school.

The Easter round of conferences got underway, with Fred Jarvis of the NUT declaring in Eastbourne that the Government should stop treating teachers like "parasites".

May

Local government elections toppled the Tories in 20 counties and gave Labour overall control in 10. The effect was startling. Cuts were restored and Mrs Eileen Crosbie, the sacked nursery teacher in Nottinghamshire, got her job back. In the ILEA, far left ousted the moderate Left.

GCE English language examiners listed the previous year's bowlers, which had been both "suffocated and ackstravagant". Things heated up in Solihull, where 30 teachers were threatened with the sack. But an intrepid TES reporter visited the spot and the recondancy notices were withdrawn shortly after.

June

Mr Syd Sparkes, a teacher from Woolwich Polytechnic School, achieved immortality by teaching both O and A level students the wrong texts - although he did get the right author (W. Shakespeare) at O level.

By the end of the month, school-leaver unemployment had trebled since the start of term - to 208,000.

July

All hell broke loose in the universities when the University Grants Committee announced cuts of up to 44 per cent over three years. Desper-

And the silly season got into full swing. The TUC unveiled a modest £24 million scheme for regenerating Britain. In Scotland, pupils and teachers went back to school at St Mungo's Academy, Alloa, to find a road being built through it.

Mr John Snowdon, a teacher from the Isles of Scilly, seemed likely to become the first teacher to be made compulsorily redundant and go straight on the dole.

And Lord Scarman's magisterial report on the Brixton riots said much the same things on education as a committee of MPs and the Rampton report - and with just a little chance of its being implemented.

Mr Neil Macfarlane moved from a junior post in charge of 16-19s and

September

A change of ministers at Elizabeth House, with a brace of intellectuals from All Souls - Sir Keith Joseph and Mr William Waldegrave - moving in, Mr Mark Carlisle moving out and Lady Young moving onwards and upwards to lead the House of Lords.

Mr Neil Macfarlane moved from a junior post in charge of 16-19s and

November

Rumours of cuts, cuts and more cuts as the Cabinet met to decide spending levels for next year. Sir Keith offered the Treasury a £100m reduction in the student grants budget and they said thank you kindly. But the Cabinet wets reminded the hard-liners that parents of students had votes, so the cut was reduced to less than half.

Having agonized for a month, Sir Keith startled everybody by rejecting Manchester's sixth form college scheme. Then, just in case everybody was confused, he issued a draft circular saying all he wanted to do was keep schools "of proven worth" - whatever they were.

Mr John Snowdon, a teacher from the Isles of Scilly, seemed likely to become the first teacher to be made compulsorily redundant and go straight on the dole.

And Lord Scarman's magisterial report on the Brixton riots said much the same things on education as a committee of MPs and the Rampton report - and with just a little chance of its being implemented.

December

Ruth Lawrence (still 10) won an open scholarship to Oxford. Her father said she was unlikely to be a genius - simply "a good average child" helped by a good pupil-teacher ratio (1 daughter; 2 parents). Mr Norman "Get on your bicycle" Tebbin, Employment Secretary, announced a new, £1-billion training plan for school-leavers. The DES, as usual, managed to get left out of it although the education service is expected to provide staff and accommodation for an extra 100,000 students.

In an appropriate Yuletide gesture, Avon County Council decided to introduce peace studies in its schools.

And the year ended, as it had begun, with teachers determined to fight the Government's pay ceiling, and trouble on the way.

Closure notices

Suffolk Education Committee is to recommend the closure of four village primary schools; the notices are to go up next spring at Melton, Assington, Raydon and Somerleyton.

Parents planned to protest against proposed closures, but were unable to reach the committee meeting in Ipswich because of snow and ice.

The committee also discussed plans to save nearly £1m from next year's education budget to bring it within Mr Heseltine's guidelines. Recommended savings include £167,000 by cutting out swimming instruction by hiring pools, £250,000 by selling off surplus land and buildings, £150,000 in fuel economies. Suffolk colleges are to be asked to submit plans to cut their budgets by 2 per cent.

It was decided to keep swimming lessons in schools' swimming pools.

Rampton urged

The Government must take immediate steps to implement the recommendations of the Rampton committee's interim report on educating children of West Indian origin, urges the lecturers' union.

The National Association of Teachers in Further and Higher Education says there is a growing scepticism about the continual number of reports; all revealing a remarkable consensus as to what needs to be done, but which all tend to little action.

Call for sex education review

by Bert Lodge

A Christian pressure group has called on the Government to review all sex education in schools, following the latest figures of illegitimate births among teenagers.

According to Social Trends (HMSO, December, 1981), these now amount to 42 per cent of all live births to mothers under 20, compared with 26 per cent in 1971. "A dramatic rise," is how the Nationwide Festival of Light described it in a letter to Sir Keith Joseph, Education Secretary. "During that period, the number and scope of sex education programmes has dramatically increased and it would now be relevant to ask about

the effectiveness and suitability of the material being used and to call for research and study before committing further resources to these projects."

The Festival of Light urges the DES to issue a special reminder to local education authorities that guidelines on sex education should be on the basis of "chastity before marriage and fidelity within it".

Concern is expressed at a recent document from the Schools Council suggesting sex education should be part of the basic curriculum but which omitted to say such education should help young people see the value of lifelong monogamous marriage.

Long and short

More than 1,300 courses for serving teachers are listed in the DES-Welsh Office handbook, Long courses for teachers 1982-83, which is being sent to local education authorities for distribution to schools, colleges and teachers' centres.

The courses range from a minimum of four weeks full-time or part-time equivalent, to several years part-time.

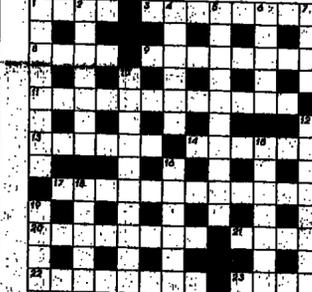
Details of short courses, organized by the DES and Welsh Office and available from April 1982 to March 1983, are contained in HMI Short Courses for Teachers, also currently being distributed.

Answers to the Christmas crossword

Across: 3 Ice, 5 The, 6 Cards, 8 Wassail, 9 Ornaments, 11 Pew, 12 Ass, 13 Art, 16 Away in a manger, 18 Stephen, 20 Fir-cone, 23 Cheer, 24 Carol, 26 Sheet, 28 Spit, 30 Santa, 31 Glass, 32 Box, 34 Era, 35 Roe, 36 Cracker, 39 Saint, 40 Delight, 43 Dec, 46 Egg, 47 Erne, 48 Nadia, 52 Plate, 55 Asin, 56 Noel, 57 Ape, 58 Yule, 59 Matt, 61 Minor, 62 Page, 65 Amos, 67 Tons, 68 Room, 70 Paper-lint, 71 Mincepie, 73 Oriental, 74 Genesis, 75 Christmas, tree, 77 Tosspot, 78 Wise men, 82 Invited, 83 Scrooge.

Cambridgeshire grants The number of students receiving grants from Cambridgeshire County Council has gone up by 17.1 per cent since 1974-75. More than 4,500

TES Crossword No 31



Across: 1 They may be played or just peeked (6), 3 Hold a candle to, match (8), 5 Prepare to put out with the turn of the tide (4), 8 The offer of money may make him cross (8), 11 Log-horn may give it (5,7).

Down: 1 Schoolwork every pupil or should have (8), 2 I am going around in torn clothing (7), 4 No traffic is not in such a street (3,3), 5 Perhaps a peppy song a school choir (7,7), 6 Classical type (5), 7 Celebrated kind of Chinese history (6), 10 Feet of a girl, perhaps, but probably extravagant (8), 12 Truck officials whose reports are eagerly awaited (8), 15 He didn't trust his wife to return a greeting (7), 16 Way in which Somerset folk live (6), 18 Relation who takes the pledge (5), 19 Manly detachment? (4), Solution to puzzle No 28.

No Comments of the year

"Finally his science teachers so skillfully introduced him to the reproductive system, that he will always find procreation fascinating and extraordinary." - Letter to the Yorkshire Evening Press from a parent, testifying to the excellence of teaching at her son's school. (January 23, 1981).

"F... will not be at school tomorrow. In the morning she is having a bath, then we are going to the hairdressers, then we are going to a dinner/dance at the Club 'til 11.30pm. Hope this all right." - Letter from parent to head of a Nottingham junior school. (January 30, 1981).

"Mr O., once a 'moderately successful' solicitor, lived way beyond his means and got hopelessly in debt, it was stated. His marriage broke up and he was reduced to working part time for the Inner London Education Authority." - From The Daily Telegraph, October 10, (October 16, 1981).

"Oakham has been educational for a decade: girls bring a prized normally to school life and keep teachers sane." The Sunday Times Colour Supplement, November 11, (December 4, 1981).

"Second practice: A weak teacher with little idea of development and continuity so essential to primary teaching. She lacked perception of children's needs and lacked energy and enthusiasm. She was still very shy of her staff and unable to share the warmth and excitement of infants. She cannot communicate fluently and seems unable to stimulate visually. Grade: Pass." From a college's confidential report on a young teacher seeking her first post. (December 11, 1981).

The things they did not say

David Lister recalls the quotes we could not report. It never did me any harm... Tom Scott, Society of Teachers Opposed to Physical Punishment. Now, if you had been a Minister of proven worth... Sir Keith Joseph to Mr Mark Carlisle. I hope to return to teaching after getting married and having a family... the then Lady Diana Spencer. I'm taking a sociology degree at the Open University... Dr Rhodes Boyson. The credit for our place in the World Cup Finals should go to those teaching soccer in the schools... Mr Ron Greenwood. What's more, it sets a bad example to the kids... Mr Dick North, Lambeth NUT member. Everybody out... Mr Peter Dawson, Professional Association of Teachers.

ate, hollow-eyed vice-chancellors mobbed ministers and deluged the letter columns of The Times pleading for more money and more time. The UGC was accused of being a collection of academic luddies by the wounded technological universities. The UGC said it was not its fault and anyway the number of engineering and technology places had been increased. The Government said it was nothing to do with them.

Science to a happier life as Minister of Sport. Dr Rhodes Boyson stayed at the DES but shifted from higher education to schools, a move that made teachers and administrators nervous. Schools started the autumn term with a bumper crop of sixth-formers. Only one i.e.s. - Kingston - still had no comprehensives at all and many others were in a turmoil of reorganization, causing piles of paperwork for DES officials.

The local authorities' decided to put forward a new pay structure to reward "good" classroom teachers, on the basis of regular assessments. The teachers, astounded to relate, preferred automatic progression up the pay ladder.

Latest tidings to emerge from the DES were that 10,000 teachers would be sacked and 40,000 retired early or naturally wasted by 1984. 'O and A level results' dropped through letter boxes: good news for Ruth Lawrence, now aged 10, who got an A at A level in pure maths. But bad news for a lot of others, as universities tightened up on their conditional offers and cut down on clearing and polytechnics found there was no room for the overflow.

August

Party conferences came thick and fast because the new SDP had three on the trot. The Labour Party voted for a comprehensive system of education and training for 16 to 19-year-olds; the SDP discussed everything and did not vote on anything and the Conservative Party, as usual, said it loved all schools but particularly those of the grammar variety.

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Advertisement for GCE SUCCESS courses. Text includes: 'Your first step to successful begins when you pass your G.C.E.', 'Getting a job with good prospects going for promotion or qualifying for Further Education or a Professional Course of study - pass your G.C.E. and you're on your way. Since The Rapid Results College was founded over 50 years ago, we've helped many thousands of students through their O and A levels. Not with our text books - but with our people. With our personal care and guidance you step by step to the short and possible line. And backed by our 4-year Guarantee of entry, complete tuition by the university level. All fees free. Write immediately for FREE 32 page GCE Prospectus or FREE 100 page Schools Catalogue. The Rapid Results College, 100, The Arcade, London, W1P 2LJ. Tel: 01-479 4444. Fax: 01-479 4444. THE RAPID RESULTS COLLEGE

United States / Peter David

Evolution trial seen as first battle in long war

WASHINGTON: American schools expect to be buffeted by new conflicts between teachers of evolution and those who believe in the divine creation of the universe, despite the outcome of the recent trial in Little Rock, Arkansas.

Creationism in the United States is a flourishing social and educational movement whose champions have learned to use sophisticated scientific language to justify their religious convictions. They regard the Little Rock episode as merely the first skirmish in a war they are determined to win.

The Little Rock trial was initiated by the American Civil Liberties Union in an attempt to overturn a new Arkansas law compelling teachers to give "equal time" in state schools to the teaching of the theory of man's evolution and the "theory" that the earth was created by God in six days some 10,000 years ago.

The ACLU argued that the equal-time statute contravened the separation of church and state clause of the First Amendment of the United States Constitution. The creationists argued that evolution, like creationism, was merely a theory about the origin of the planet and should be balanced by the teaching of creationism.

Even before the Little Rock verdict, however, the creationist camp made it clear that a defeat in Arkansas would not spell the end of a campaign to have the creationist view taught in schools.

Changes in higher courts are now likely, and a new equal-time bill, designed to be legally more defensible than the Arkansas statute, has been drafted for possible adoption by the estimated 26 states where similar legislation may be proposed.

The resurgence of the creationist movement has, in fact, already influenced science teaching in many American schools. The American Association

for the Advancement of Science reported recently that a large number of standard school textbooks have recently reduced the amount of space devoted to explanations of evolution and have begun to treat the theory in more tentative ways.

The association also reported that some schools have ceased to teach evolution theory at all in order to avoid controversy. In Texas, some school districts already teach creationism alongside evolution and stickers describing evolution as only one of several possible theories about the origin of life have been pasted in textbooks.

The new-found respectability of creation science is at least partly a result of the increasing scientific sophistication of its protagonists. At the Institute for Creation Research in San Diego, for example, creationists try to discredit evolutionary theory by pointing to the absence of some evolutionary fossil-types and arguing that if the earth were as old as evolutionary theory maintains, it would have been buried under meteoritic dust long ago.

Scientific experts at Little Rock, of course, had little difficulty in disposing of such arguments, and the creationists' case was weakened by the bizarre views of many of its witnesses. One, under cross-examination, said he believed that unidentified flying objects existed and were satanic agents.

But many science teachers fear that the creationists have cloaked their views in just enough scientific jargon to convince the general public that creationism is a scientific theory which deserves to be taught alongside evolution. An Associated Press opinion poll conducted just before the Arkansas trial found 76 per cent of American citizens believed schools should teach both theories.

New Zealand / Lindsay Hayes

Children favour beer and wine

WELLINGTON: New Zealand school children, some as young as 12 years, are well acquainted with alcohol, according to a survey of 3,000 pupils drawn from 48 schools and three form levels. Only one pupil in 20 had never tried liquor.

The survey, organized by the New Zealand Council for Educational Research for the Liquor Advisory Council, looked at the drinking habits of pupils in form two (the last

level at primary school) and forms four and six in the secondary schools.

It showed that boys are more likely to be drinkers than are girls in form two. This difference narrowed in form four.

The pupils favoured beer the most, followed by wine. Older girls were shown to drink spirits more frequently and in greater quantities than any other group.

China / Jane Marshall

Grocery rings up jobs for young

PEKING: The only unusual feature a regular customer might notice about the Spring Breeze grocery store, opposite Peking's main railway station, is that it is open 24 hours a day.

But a more important difference from other groceries is the purpose for which the Spring Breeze was set up: not only to sell its goods to the public, but also to provide work for unemployed school leavers.

The store is in East City, one of Peking's seven administrative districts, and is a job creation project set up by one of the district's 10 neighbourhood general committees.

The committee's main task is to find employment for members of the 16- to 35-year age group, with particular emphasis on school leavers who have not entered higher or further education. Joined the army or found a job, the high upper age limit is set to include workers who were sent to the countryside during the Cultural Revolution and have not found work since returning to the city.

which 10 are productive - manufacturing clothes, textiles, fire extinguishers and blueprints - and 20 are commercial. The Spring Breeze, which opened in April 1980, is one of the latter.

The grocery employs 144 staff, including drivers, warehousemen, and shop assistants, who work shifts to keep the store open all day, every day. Ninety-two are permanent, nine are part-time and 43 are temporary, who, it is generally assumed, will leave to make way for the next batch of unemployed, though there is no formal limit on the length of time they may stay.

The Spring Breeze is self-sufficient, and last year it banked over £80,000 after paying salaries and 3 per cent tax. Like similar ventures, it qualifies for a 20 per cent tax rebate if 30 per cent of the staff is hired as unemployed school leavers; if 60 per cent or over, it enjoys three tax free years.

Israel / Benny Morris

Pupils view classroom break-ins and violence as commonplace

JERUSALEM: Israeli schoolchildren regard classroom thefts as a routine matter, and violence among pupils is common, according to a recent study published here.

In the study, commissioned by the Education Ministry and conducted in 1980-81, Dr Tamar Horowitz of the Szd Institute for Behavioural Sciences and Professor Menahem Amit of the Hebrew University's Institute of Criminology found that classroom thefts - usually of writing implements, food and sweets - are often committed as pranks or out of envy (but not for any "practical" reason).

The researchers, who investigated 12 schools, found that all had experienced incidents of theft. All the schools also reported incidents of breaking and entering, often accompanied by vandalism. Most of the break-ins, according to study, were at school workshops to steal tools and almost all were committed by outsiders rather than the school's own pupils.

While the researchers found that violence by pupils against their teachers was "extremely rare", most schools reported a number of incidents of serious violence between

pupils - often by groups of older pupils against younger pupils, or by pupils from one geographical area against those of another.

Regarding the fairly common incidence of violence by youths from outside schools against pupils inside, the headmasters of most of the schools reported that police intervention and ejection of the violent youths usually failed to keep them away from the school for very long. The report implied that police must deal with such cases more firmly and press charges, and that the courts must also deal with the matter seriously.

It was a spate of such attacks - including one assault in a Holon school by three toughs from outside on a gym teacher - which last year prompted the Ministry to commission the investigation of what the public saw as "the rising incidence of violence in schools".

In some schools, violence by parents against teachers was also reported, though mostly it was restricted to the verbal kind and to mere threats. These incidents usually stemmed from arguments over fee pay-

ment for extra services to schools (schooling is free), guard duty obligations by parents, and the placement by teachers of pupils in special education or other classes.

The investigators also discovered a number of incidents of extortion in schools, usually involving sweets and food, free rides on buses and, in rare cases, money.

The researchers found that high schools with good academic reputations located in underprivileged neighbourhoods suffered from little vandalism.

The pupils' division of the Education Ministry is currently studying the report. But the Ministry has already taken a number of steps to counter the trend of increasing school violence and its incidence has declined this year.

Among these have been enhanced cooperation with the police, tougher disciplinary measures (such as increased rights to suspend or expel pupils though all forms of corporal punishment are still illegal, though it is known that they are practised in many Arab minority schools), and special instruction of teachers regarding ways of communicating with difficult pupils.

Sweden

Pollution closes nurseries

Scientists in Sweden are investigating a pollution problem which has closed down nurseries and sent children home with rashes and streaming eyes.

Back in 1977 about 60 children, aged from nine months to six, were affected, in two Stockholm day-care centres. The infants complained of irritation of the eyes, rashes, and breathing problems. Staff had similar symptoms, but noted that they decreased when they went home at the weekend.

The nurseries were closed down for investigations, and have not yet been reopened. By this year the scale of the problem had become much worse. Children from 40 separate new day-care centres had reported similar symptoms.

Scientists are now looking into air pollution within the centres. In two nursery schools they have found that building materials include latex



Children have been sent home with rashes

paint, gypsum board, vinyl and glass-fibre weave material.

Analyses have shown that in two day-care centres there were "roughly twice as many contaminants in the indoor ventilation air as in the outdoor air".

In all, 21 substances were identified, with higher concentrations in the air than is found out of doors.

Pollutants normally associated with traffic and industry - such as benzene, toluene and alkylbenzenes - were found in much higher concentrations indoors than out.

Now scientists are examining whether the particles found in indoor air are forming a noxious soup, but one whose irritation level is so low that only children and sensitive adults are affected.

Promised pay stays modest

China's teachers are to receive a long-promised pay rise, backdated to October 1. According to a *China Daily* report, nearly 12 million primary and secondary school teachers will be given a one-grade "promotion" and some "outstanding" teachers will move up two grades. On average this will raise salaries by 10 per cent. However, as the salary scale only ranges from about £14 to £40 a month, most teachers will remain rather modestly paid, even by Chinese standards.

Special provision is also to be made for rural teachers in the communes. Many of these are not professionally trained and so are not classified as state employees. Instead, they are paid by the communes at a rate related to peasant incomes, but receive an annual subsidy from the state. This is to be raised by about £17 a year.

Steps are also being taken to improve the quality of the teaching profession. Training colleges are being set up, and the quality of the teaching profession. One million secondary teachers are now "supercharging" themselves by attending college courses, mostly on a part-time basis.

As a result of the meeting five groups have been formed who will submit further evidence to Rampton / Swain.

John Gardner

Letters

Sir, - I have read with great interest the Cambridge Institute publication *A Positive Approach to Rural Primary Schools* and feel that there is a lot of great value in it with which I do hope the authorities will take good note.

I was however rather concerned about a suggestion put in Chapter Three - "Resolving the issues for the future of rural education in England and Wales". Under the sub-heading . . . "what should be the criteria in assessing the economic costs of rural schools?" The suggestion was

Rural primary cost cut danger

made that modifications should be made to the current statutory obligations of the local education authority in providing education in its schools. If these modifications were made "it would open the way for local finance, voluntary or otherwise, to make a planned contribution to the running costs of a school above the required statutory level". We must not allow what is (I hope) a

temporary downturn in our national finances and the consequent declination of our educational system to force us to take statutory measures leading to a patent inequality of opportunity in education. We must ride roughshod over the present crisis so that when, ever optimistically, more money is available for the education of our young the national and local authorities can once again resume the financing of education as laid down by the Butler Act.

There is a danger that on a return to greater national affluence the schools and authorities that have been generously supported by parents and the local community would get a smaller "slice of the cake". It is one of the strengths of the British educational system that each teacher can bring his or her personality

to bear on the subjects and children they teach. We fling our arms up in horror at the concept of a national/centrally devised curriculum. How much more horrific would be a local pressure group, of whatever persuasion, that would turn the financial screws, thus stripping us of any professionalism whatever.

MARK B. KIRBY
Headmaster,
St Andrews Church of England
Primary School,
Much Hadham, Herts.

Public plight

Sir, - The School Library Association is not alone in bemoaning the plight of libraries (December 18). Public libraries are also facing cuts in services. There is, however, a very simple answer to all our troubles which in the right circumstances, can cost nothing more than goodwill.

For four years this 11-16 comprehensive school of 600 has enjoyed the benefits of a fully integrated joint library in which the resources of the county library and the school library are totally merged. As a result we have, at no extra cost to anyone, a library of 14,000 books (two and a half times the national average) staffed all day by an experienced "county" librarian. The public have full access to all the books, which are catalogued as one library.

It is not difficult to think up problems that can (and do) crop up in running a joint library. But we, at Sawtry, know that because of the immense overall benefits they are worth surmounting. In times of crisis it is natural to pull back and protect your own little corner of education. Would it not be better to go forward and pool our resources in the wider cause of lifelong education?

MAURICE DYBECK,
Warden,
Sawtry Village College,
Huntingdon, Cambs.

Pass practice

Sir, - I have just read an article in your paper by Mr Brammall of Stockport School on pressurizing pupils to pass exams (*The TES*, December 4).

Mr Brammall takes me for German. I agree entirely with him but would like to remind him of the first lesson he gave us. "I don't mind how you do, so long as you pass your exam!"

PAUL HAVITT,
The Crescent,
Davenport,
Stockport.

Ethnic statistics

Sir, - In the November 27 edition a meeting was said to have been held in Leicester. The report headed "Ethnic Statistics Defended" was not entirely accurate.

Mr. Newman stressed that any statistics on ethnic minority groups must be anonymous and the collection of any such statistics would have to be with the agreement of those concerned. The meeting was entitled "Racism and the Black Child" and concentrated upon racist issues referred to in the interim Rampton Report.

The Afro-Caribbean Education Resources Project and Lambeth Teachers' Centre jointly organized the meeting which was not held at the Teachers' Centre but in a hall of a nearby school. The reason for the change of venue was the very large numbers who attended. Two hundred and forty people, black and white, teachers, parents and community leaders and workers came to hear six speakers.

As a result of the meeting five groups have been formed who will submit further evidence to Rampton / Swain.

DAVID JAMES
Warden,
Lambeth Teachers Centre,
Santley Street, London SW4.

Great talent

Sir, - Music and mathematics are notable as disciplines in which great skill and talent and, much more rarely, creative genius (of a Mozart or a Gauss) may be expressed in the young.

After the recent publicity surrounding Ruth Lawrence, the 10-year-old girl who came top in the mathematics papers of the Oxford University entrance examinations, shouldn't more attention now focus on the dedicated teaching methods of her tutor (and father)? How do they compare, for instance, with the Suzuki method for training young musicians?

STANLEY ALDERSON,
7 Highfield Avenue, Cambridge.

Dyslexic work

Sir, - I must comment upon the correspondence about the meaning, concepts and terminology of the word dyslexia. It fills me with some amusement. Professor Vernon has it right: "The name of the condition is immaterial", and he is also right when he says that "They are given special remedial teaching" to overcome their difficulties.

However, I must take issue with another correspondent who says: "The most effective way of teaching these children who cannot seem to learn to read in school . . . appears to be the way advocated at the Dyslexia Institutes at the various hospitals at the University Centres (Bangor, Aston, Cambridge, Southampton)". All this implies that all the good work is being done in these areas, and I have no doubt at all that it is good, and that nothing is being done in the state sector. This does not give credit to the many good teachers in remedial departments in schools up and down the country who work exceedingly hard to get these children success and competence.

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Koranic values

Sir, - The report about the difficulties facing Muslim parents and pupils in Leicester (11.8.82) and more last year for Muslims (November 27) deserves more attention, particularly in the light of the recent Seaman enquiry.

The report implied that problems facing Muslims in Leicester: education in their mother tongues; instruction in Arabic; children learning the teachings of the Holy Koran, etc., are largely of their own volition and of dubious value anyway ("more formal teaching . . . rote learning . . . confusion among younger children . . ."). It would seem that the difficulty lies not with the pupils or teachers

but with the Leicester educational authority and in particular the head-teachers who appear unable to accommodate their educational system to the wishes and needs of a majority of a school population different in colour and religion.

The situation is reminiscent of the old colonial-colonial relationship and it is not that it is in the Third World where the greatest efforts have been made to merge the best aspects of the Koranic and Western educational systems (in the *Islamiyya* primary schools of Northern Nigeria for example) in order to develop an overall State educational system that both serves the traditional, local needs of the indigenous peoples and the modern, national demands of the State.

Perhaps there are "lessons and more lessons" to be learnt for the National Association of Head-teachers of Leicester? DAVID STEPHENS
Overseas Student Programmes,
University of East Anglia,
Norwich.

Two-way traffic

Sir, - The statement by Mr Rothwell (November 27) that parents "do not really want teachers to be accountable to them" is intriguing.

As he is an ex-school inspector, one might have expected him to be aware that parental expectations are based upon the historical status of "public" education as the monopoly of professional educators, politicians and civil servants.

Such involvement as has emerged has been, almost without exception, the result of teachers encouraging parents in order to further their own ends, and those of the traditional school system, with little apparent intention of allowing a two-way traffic of ideas. Such a condescending attitude is the theme of Central Advisory Council reports up to and including Plowden.

That Mr Rothwell is a victim of such thinking is simply illustrated by his antipathy to research. Both my own teaching experience and the time I have been able to give to research have confirmed that parents, school governors and the public at large are only too anxious to play a more important role in children's education at home and in school, if only more professionals would allow them.

As it is, the state has constructed a bureaucratic complexity around education, and other social services, which protects the professionals while, like Icarus, the public batter at the walls in vain.

Such representation as does exist is largely loken because information is eluded jealously by the bosoms of the local authorities and their employees, and education acts purporting to encourage parental choice merely serve the needs of elitist groups using information for their own ends rather than for the benefit of the whole community.

Meaningful involvement in decision-making will no doubt continue to rely on the initiatives of a few individuals within schools who recognize that the service they provide must be both answerable to, and accountable to, the public if it is not to alienate itself completely from its statutory and voluntary clients.

Soviet method

Sir, - The letter page (November 27) is well set out. A letter recommending Esperanto appears immediately after one in which a visit from Soviet educationists is reported.

"It would have been fascinating to talk with actual classroom teachers (albeit through an interpreter) . . . Informative visits are usually planned more than six months ahead. This is quite enough time to allow literate adults to learn the framework of the international language and to build up a sufficient vocabulary in a specialized field. Soviet technical instructors have been using this medium for years in order to be able to communicate in Cuba.

MAIRE MULLARNEY
The Mill House,
Whitechurch Road,
Rahfarham, Dublin.

Off course

Sir, - What are we to make of Bert Lodge's brief report on some of the findings of the DES university-based survey into initial teacher training in universities, (*The TES* December 4)?

According to the report half of the university tutors involved think that the course is too easy and also that the course is not long enough to provide a satisfactory introduction to teaching. Since each university is responsible for the nature and standards of its own course, and each course varies, are we to assume that perhaps half of the university courses are unsatisfactory?

Is there a case for external monitoring of the standards of university courses along the lines of the CNA, validation process experienced by most institutions of higher education in the public sector?

Apparently, many of the university tutors feel that too many of their students are awarded a pass in practical teaching. Why is this? Does this point to a major deficiency in the system of external assessment of teaching practice adopted by most courses? It would be interesting to know what the views in schools were about particular students that the tutors had in mind.

It would also be interesting to know the nature of the induction into practical teaching provided by a particular course in relation to those students perceived by tutors to be unsatisfactory. How many of these judgments are based upon the two or three supervisory visits per term regarded as the norm for some university courses?

It also appears that more students should fail the course on written work and that attendance is a cause for concern. Yet if written work is unsatisfactory why are students awarded a pass? The nature of the assessment is in the hands of a course term or department.

Furthermore, the selection of students for admission to a course is at present in the hands of the university concerned. Attendance at classes might be less a matter for computational and more a matter for careful selection of well-qualified and well-motivated students and for the provision of relevant and worthwhile courses.

We are given some facts about the tutors themselves, but not others. How many years is it since they left teaching in schools? How do they

order their priorities with regard to teaching on the PGCE course, writing textbooks, conducting their own research, or supervising research students? Do they engineer opportunities to refresh their experience of school teaching, perhaps by working alongside initial training or in-service students in schools?

While appreciating that the report referred to can do scant justice to Professor Bernbaum's elaborate research project or to the university courses perhaps your correspondent could pursue some of these questions further. This would be particularly appropriate at a time when DES cut-backs in the number of places available for PGCE students have been made on the basis of a uniform percentage reduction across all courses, rather than on the basis of any evaluation of the worth of individual courses.

MICHAEL SWELLER,
Co-ordinator of the PGCE Programme.

Colour schemes

Sir, - Far be it from me to denigrate the "brainwaves" of colleagues (*The TES* December 4). But as a nursery/infant teacher of considerable experience, I really must comment on two of the award-winning items.

Named colour pencils seem to me a great idea for children of infant, not pre-school age. Pre-school children will do well if they move on to Infant School able to distinguish colours and call them by their correct names; reading comes later.

And may heaven forbid that we give to children of any age "a drawing . . . with the colours written on it for the children to colour in". Cizek and Marion Richardson must be turning in their graves.

As for cards with pictures, and "real" zips, buckles, etc. - well! Didn't Mme. Montessori invent these (possibly, minus the zips) a good many years ago? And didn't teachers throw them out when they made the amazing discovery that children were carrying round "real" zips and buckles on their little persons all ready to manipulate?

L. TACONIS,
Preseli,
Londgen Common Lane,
Londgen,
Shrewsbury.

Good cheer

Sir, - All the items quoted from the survey conducted by the Universities Council for the Education of Teachers of the employment of students teachers leaving universities in 1981, (November 20) are of course true.

It might have been more encouraging, however, if the good news had also been included alongside the less good. The 3,626 University PGCE students known to have teaching posts in the United Kingdom by mid-October do indeed represent a slight fall in the percentage of those successfully completing their courses, but the actual number is still the highest recorded since these surveys began and is an increase of 245 on last year.

Let just a little cheerfulness break in.

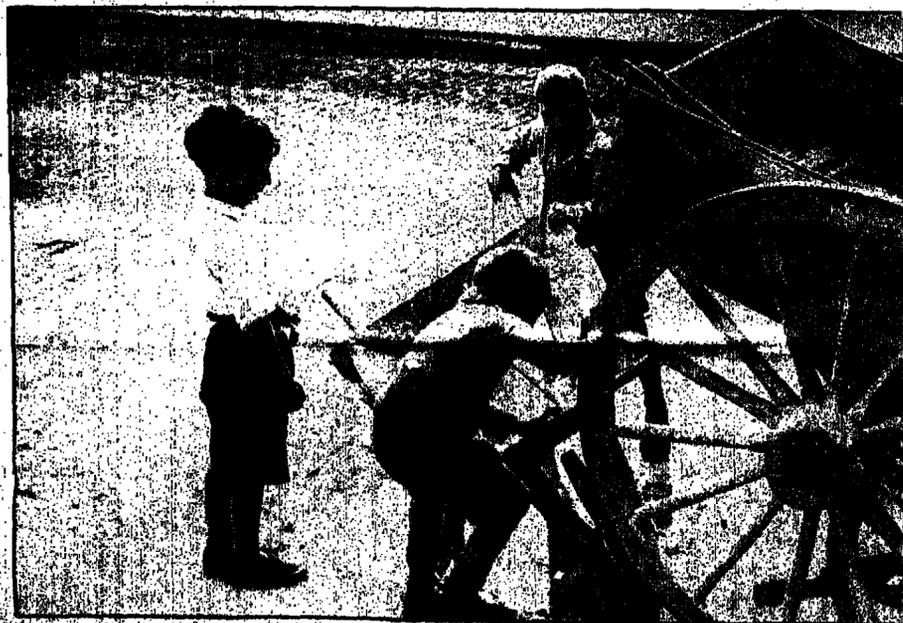
JOYCE E. SKINNER
Academic Secretary,
Universities Council for the Education of Teachers,
58 Goring Square,
London W.C1.



Bank Holiday, Dartford Paddling Pool, 1932

The drama of the commonplace

'The old masters had come and gone, the new cowboys had yet to arrive on the scene. The age of the gracefully studied Victorian compositions had receded and not yet given way to the swift clip of the firing squad. What we have here is the essentially persuasive drama of the commonplace - or what passed for the commonplace in our youth.'



A street in Wapping, 1933

Photographs from Memory Lane

Introduced by James Cameron



Evacuees arriving at Eastbourne, 1 September, 1939



The Battle of Britain, September 1940

'These pictures of the 1930s and 1940s are rarely distinguished; photography had outpaced the studied soft-focus exposures of the nineteenth century, and photo-journalism was only reaching for the excitement and immediacy it was soon to develop with the memorable Picture Post and Life magazines. These media, after all, had not yet been born, and the equipment was by our standards slow and square. Even so, often the naiveté and the seemingly casual approach is deeply telling and revealing; it was not always art, but my goodness it was life.'

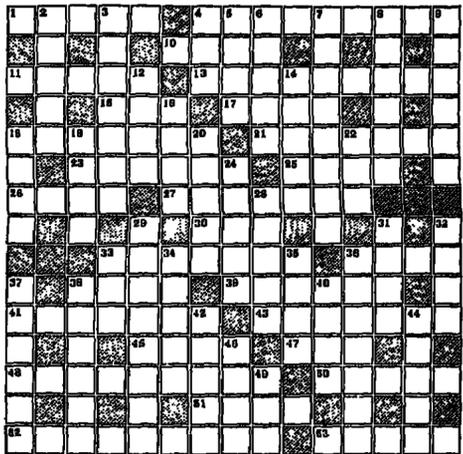
Memory Lane: A Photographic Album of Daily Life in Britain 1930-1953, introduced by James Cameron, was published recently by Dent, (£5.95).



Home life, mid-1950s

Life in the 1930s

We're offering new subscribers a great 12 down!



- Across**
- 1 Spread unevenly
 - 4 Part of a Miltonic title
 - 10 A month, nothing more, in Ireland
 - 11 He won't settle down
 - 12 22 down should be this
 - 15 Cotton only, so to speak
 - 17 Head of a chapter
 - 21 Denizen of the ultimate ditch
 - 23 Frequently under observation
 - 24 What's in this stands out
 - 25 Flighty word
 - 26 If the end of this gets in the way the whole may result
 - 27 Returns (snag)
- Down**
- 2 Heraldic gold between mother and me
 - 3 Out of countenance
 - 4 Upset this value and get a shiny reproof
 - 5 Intensely watched
 - 6 In some bands the things become trumpets
 - 7 A religious service
 - 8 This horseman has dropped an h
 - 9 Sounds like a curious noun
 - 11 This ought to be square
 - 14 Momentary stoppage
 - 16 Written boldly
 - 18 Calverley's picturesque scholars carved their names on every one
 - 19 Six of 45 sound like a curious noun
 - 20 Proceeds advantage
 - 22 Paris is a capital way
 - 24 Used to be somewhere in France
- 30 This means study**
- 31 Simply enormous
 - 32 There's a lot in this voice
 - 33 This elephant has lost his head
 - 34 I turn for the worse
 - 41 Done with a course like
 - 42 Red foam (snag)
 - 43 This rodent's going back
 - 44 Makes a plaything with its post
 - 45 Worst confidence
 - 50 A mixed welcome means getting the bird
 - 51 This girl seems to be eating backwards
 - 52 The men in the moon
 - 53 A plough of sand will make it dry

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Talkback

Preserving segregation

Patricia Potts

At a meeting last term, called to discuss services for pre-school children with special needs, not one, among a large group of professionals and some parents, argued that their children should share provisions with their more able-bodied and able-minded peers.

Yet it is just these parents and professionals who have experienced the rejection, isolation and exhaustion of families with disabled children. They appear to be fighting a rear-guard action to keep things as they are.

At another meeting, called explicitly to discuss integration and local recreational facilities - and at which the majority opinion was similarly in favour of separate, specialized services - I began to understand why so many people so closely involved with handicapped children and young people are so far from being committed to strengthening their membership of ordinary groups.

Years of campaigning for the establishment of tailor-made services, of developing investment and pride in voluntary provision, of support from families who have common problems, have resulted, in many cases, in a mounting horror at the idea of a radical redeployment of resources - even if this redeployment could undermine the prejudice that binds these families together.

The under-fives group discussed the few children with physical, mental and sensory disabilities who are in "ordinary" nurseries; the recreation committee discussed integrating disabled teenagers into "ordinary" youth clubs. But it soon became clear that most nurseries and youth clubs are, in practice, forms of special provision, because their members are so often severely socially handicapped.

Any particular service has its own client group, in need of speech therapy, physiotherapy, medical treatment, intensive teaching, to which the professionals give first priority. Specialized services are delivered to segregated clients in segregated settings, whether hospital, special

school, voluntary society, nursery or private home.

Proposals to shift these arrangements to community centres or ordinary schools can be seen as a crude way of going about cutting public expenditure, a casual dismantling of much-needed provisions, throwing the baby out with the bath-water. One voluntary society worker even said: "There are arguments for moving recreational and play facilities from community centres and taking them into the home."

The increase of specialized services and home visiting is designed to help children with special needs to make the most of their abilities. But when



Is separate provision really in the best interests of the child with special needs?

you hear parents talk, they first describe their experiences of hostility and humiliation. At meetings and conferences I have frequently been struck by this mismatch between the stated problem and the proffered solution.

The father of a four-year-old boy with Down's Syndrome complained that doctors treated his son like an animal with an infectious disease; that family centre they belonged to offered play therapy and social outings.

The teachers of a young Asian boy with severe physical disabilities and

no speech, knew that one of the biggest problems was finding a home help who could get on with his mother; the school was able to provide extra physiotherapy and language work. If the institutional bases for specialized services could be broadened out, remedial work could be combined with an attack on ignorance and insult.

At the under-fives meeting one mother said that the medical domination of early contacts with professionals just reinforced her child's abnormality. A doctor replied that, if children had to attend clinics a good deal in the first years, then that was probably enough to cope with, and more social activities should wait awhile.

The same mother made another perceptive comment: that it is people who change things, not legislation. This is especially true of the education system: a resounding rhetoric of integration goes hand in hand with imaginative plans to preserve segregated special schools. The two meetings tried to focus on practicalities - transport, distributing information, the accessibility of professionals, using premises which are empty during the holidays. There is a popular belief that this is the best way of improving services, because it will preclude those uncomfortably heated arguments about principles, which always seem to get nowhere.

In fact, if arguments about principles - for example, whether integration is desirable - get nowhere, then it is unlikely that any amount of discussion about practicalities will result in positive or permanent changes. What will be revealed by the heated discussion is the group members' commitment or opposition to the principle, a necessary revelation if rhetorical myths are to be exploded.

A doctor at the under-fives' meeting said that a policy was to be implemented locally of ensuring that pre-school provision included 10 to 15 per cent of children with special needs. She added quickly: "But don't worry, it won't make much difference."

Patricia Potts is a lecturer in special education in the Faculty of Educational Studies, The Open University.

Suitable scapegoat

Cyril Simmons and Winnie Wade

"The sort of person I would least like to be like..." is one of 10 unfinished sentences that 820 15-year-old young people at six schools in the Midlands were asked to complete in the summer term this year.

The schools comprise two city and two urban comprehensives (mixed) and a grammar and a public school (all male). Quotations from pupils at these schools are identified by the letters C, G and P, respectively, with M and F indicating sex. Because the sentences were completed anonymously, no further indication of social background is given.

The research is designed to discover what values and beliefs young people hold, and to encourage the subjects to express themselves freely; they were assured the exercise was unrelated to school work, and that their teachers would not read what they had written.

A variety of individuals and groups, from Eider Sulliffe to members of the royal family, were cited as the sort of people our subjects would least like to be like. But by far and away the greatest number of citations were for Margaret Thatcher.

Fifty young people (6 per cent) specifically named her (18 boys, 32 girls) - a remarkable finding in this type of open-ended research. Sometimes no reasons for the citation were given, and sometimes Margaret Thatcher was simply mentioned along with other characteristics or persons that were disliked.

hate to be is a politation of any group or party but most especially of all a Conservative politation (definedly one like missus Thatcher)." (CM)

(In this example, as in all that follows, we have preserved the original spelling and punctuation. Some young people would least like to be Margaret Thatcher because they dislike her job.)

"I think this is one of the hardest jobs out. Some PM do a good job but others not so good. I would not like to be like Margaret Thatcher, because I think that a lot of the public hate her." (CM)

One girl proved to be strangely prophetic in the summer disturbances in our cities.

"I suppose I would really hate to be like Maggie Thatcher. She tries to make things better for people but instead everything turns out totally wrong. At the moment Britain is run-down, there are over 2½ million unemployed. Every one needs help but Maggie doesn't understand, all she ever does is make things better for her conservative members thus forming a dark thundercloud above our heads, which will explode at any minute." (CF)

Some pupils were simply abusive: "Margaret Thatcher... (selfish, dogmatic bitch)." (PM)

The person I have in mind who I hate the most is that fuckin' bitch Maggy Thatcher. She haant done the country abit of good, ever you can fuckin' tell her as well." (CF)

This last quotation comes from a paper which in all other respects is utterly orthodox and lacking in expletives. In other words, for this girl and several others, Margaret Thatcher seems to be seen as the epitome of all the qualities they most dislike.

"I would least like to be a selfish person or greedy eg Mrs Thatcher." (CF)

"Margaret Thatcher. I think she is very big headed and always seems to be properly dressed and not a hair of her head is out of position. Maggy Thatcher. She haant done the country abit of good, ever you lear power." (CF)

What conclusions can be drawn from this survey? First, in the grammar and public school sample only one young rebel criticized Margaret Thatcher. It seems that these two schools are more likely to contain the children of her supporters who, in the main, have yet to suffer the full effects of her policies.

Secondly, nearly twice as many girls as boys are critics of Margaret Thatcher. This is hardly surprising. Her manner of dress, speech and managerial style is inimical to a 15-year-old girl's ideal self-image.

There is some sympathy for Margaret Thatcher, but also a definite tendency to lay the blame for the nation's ills at her door. The evidence suggests that for many young people Margaret Thatcher is singularly well-suited to the role of scapegoat.

Cyril Simmons is Lecturer in Education and Winnie Wade is Research Assistant, Loughborough University.

review

Revived forty-fives

Recently the pop industry initiated a sixties revival. In the absence of any real contact with today's teenagers, it has not taken off. Craig Brown reports from Ipswich

It was a perfect combination of town and concert. Ipswich still has a nightclub, surrounded by a pedestrian precinct, called "Bogart's", and a hamburger restaurant called "Big Daddy's", its menus and walls inscribed with witticisms such as "you don't have to be mad to work here but it helps" and "why be difficult with our staff when with a little more trouble you could be DOWNRIGHT IMPOSSIBLE" and jokes about contraceptives and drinking. As I chomped my way through a quarter pounder before the concert I noticed that the intense young man to my left was reading the autobiography of Salvador Dali. Bob Dylan, Scott MacKenzie and Van Morrison were our backing music.

So Ipswich has no excuse for its Gaumont being only a quarter full to greet five different sixties acts - Herman's Hermits, Billy J. Kramer and the Dakotas, Anthem, Tommy Hunt, and the Foundations - who have been touring the country separately or in combination ever since their last hits. Billy J. Kramer last had a hit in 1964 with "Little Children" and the new boys, The Foundations, last had a hit in 1969 with "In the bad, bad old days".

Talk in the Gaumont bar before the concert revolved around naming as many songs by Herman's Hermits as possible, wondering whether Herman had come back from America especially for this tour and puzzling over the identity of Tommy Hunt: if he wasn't Tommy Roe or Tommy James or Jimmy James, then who was he? The audience, balding, leather-jacketed, pint-mugged were sorting all these problems out in the bar when the first group, Anthem, came on, and many of

them were still in the bar when Anthem came off. As far as I could ascertain, Anthem have never had a hit, though they may have been runners up on "New Faces" some time in the late seventies. Their lead singer, who bore a peculiar resemblance to that seventies' near-miss Norman Scott kept trying to get the audience on his side by joking. "Thank you, thanks a lot" every time the audience failed to applaud.

Everyone went inside when Billy J. Kramer came on. The only two people in the audience to have Made an Effort - girl in a union Jack dress and another in a Che Guevara hat and dark glasses - danced in a side-aisle. As Billy J. ratted enthusiastically through "That Be The Day", "Lady Madonna" and "C'Mon Everybody" one became distracted from the music by worrying how this perky little 44 year old, jumping up and down and jam-packed with bonhomie ("Are you all enjoying yourselves? Smashing!") could possibly be happy, so many years away from his one and only number one. But as someone said in the interval, it's better to be a one-hit wonder than never to have had a hit at all.

The comper, recruited that very evening from the ranks of the Gaumont doorman, soon exhausted his stock of jokes about his paunch and was about to get into deep water - "Now I'm not racially prejudiced. Don't get me wrong. But there's this black greazer, right, and he's no good at sex..." - when the sound of The Foundations came from behind the theatre curtain. He just had time to shout "A big hand for Clem Curtis!" before the lead singer launched into "Build Me Up But-

tercup (Don't Break My Heart)", which had reached number two in December 1968. "Build Me Up Buttercup" is perhaps the silliest song ever written. Who, these days, is called Buttercup? Indeed, who was ever called Buttercup? The only Buttercup I can think of in history is Buttercup Kennedy, who was named as Mr Simpson's co-respondent in the divorce case that preceded the abdication (a case that was tried, strangely enough, in Ipswich). But I doubt whether Clem Curtis, the collars of his shirt so huge that, rushing over his mauve jacket, they nearly met his cuffs, the flairs of his mauve trousers resembling space-age hoovers, can have been thinking of that particular Buttercup as he sang. There is not just a potency about cheap music, it clutches you tight, pressing you to the time and place you first heard it. For some strange reason, the cheaper the music, the more evocative it is of its moment. So that when The Foundations sang this ridiculous song there was a rightness and dignity that was absent when they tried to show they were still bang up-to-date with half-hearted funky numbers.

"I tell you" said a teenager in the interval. "when Herman's Hermits come on I'm goin' down the front to boogie".

"Yeah" said his friend, reeling under the weight of too many Carlsberg Specials. "Yeah, we'll boogie somethin' rotten".

The rest of the bar-room audience looked round at these noisy teenagers (sixties word! They now call them school-leavers) with great apprehension, as if the verb "to boogie" meant "to self-destruct". As the school-leaver

walked down to the front of the auditorium, the comper was saying, "Talk about seats getting ripped out! Let's face it, most of the kids who come here these days don't want music. No, they just want to rip the seats out. Let's face it, I'm not talking about you lot. You lot don't want to do anything. Okay, are you ready backstage? No, not quite. Well..."

Eventually, Tommy Hunt burst on, throwing his microphone in the air and catching it, his face covered with the intense and dedicated look of a man desperately trying to enjoy himself. He played on the fact that no-one was quite sure who he was by suggesting that he was an international superstar, with lines like, "Hil It's great to be back in the country", obviously convinced that the addition of an "r" to the final word would have the audience eating out of his hand. His act was more sincerely sixties than anyone else's, even to the point where he made jokes about being black: "Don't I look like Frank Sinatra in colour?" and so on. Towards the end of his act came some clue to his identity. He sang "Sweetest Feeling", a song that Tony Blackburn played quite a bit in the late sixties for a week or two, but, without the girlie chorus on stage, it was hard to tell whether this was the original.

And so to Herman's Hermits, who, it emerged, are selling very close to the Trades Descriptions Act. Herman, I now learn, owns a boutique in New York and records in America with his new group, The Tremblers. In his place there is a young pretender. I left before the end. The Sixties Sound may have been artificial, but it was never bogus.



Billy J. Kramer



Herman's Hermits

Journeys into Hopkins country

By Paddy Kitchen

A Reader's Guide to Gerard Manley Hopkins. By Norman H. MacKenzie. Thames and Hudson £3.50.

A Preface to Hopkins. By Graham Storey. Longman £3.25.

Norman MacKenzie and Graham Storey are both devoted Hopkins scholars. The former is co-editor of the definitive edition of the poems, while the latter completed the editing of his journals and papers. In these paperbacks they aim to share their enthusiasm and knowledge with newcomers to what MacKenzie calls "The Hopkins Country", famous for its unique organic landscape. His is a chronological guide through all the published poems and fragments to be read alongside the Oxford fourth edition, while Storey establishes the poet's background and then gives a brief critical survey of selected work. The newcomers might do well to take A Preface first, followed by a deeper journey into the work with A Reader's Guide.

In the former, he will find Hopkins placed firmly in his biographical and cultural setting, with the links between the emotional, talented adolescent and the obscure Jesuit genius well-forged. Storey has gathered into a short space many vivid quotations and references, frequently including extracts from Hopkins's lively letters and journals, and has fol-



Gerard Manley Hopkins

lowed the Preface Book's format of emphasizing topographical background and including a gazetteer.

Eleven of Hopkins's mature poems are reproduced and discussed, including the mighty *The Wreck of the Deutschland* which Hopkins's shocked friend Robert Bridges likened to "a great dragon folded in the gate to forbid all entrance". MacKenzie remarks "From long experience with undergraduates and post-graduates I have found it best to postpone seminars on *The Wreck of the Deutschland* until students have developed a liking for Hopkins (which the great majority rapidly do) through his shorter and less theological

pieces." I would not exactly disagree with this; but would just add that I was quite put off Hopkins by *Pied Beauty* and *Inversnaid* in our school anthology, and later seduced jointly by Stanza 5 of *Deutschland* ("I kiss my hand / To the stars, lovely-asunder") and the late sonnet "No worst, there is none. Pitched past pitch of grief," expressing as they do so exquisitely the summit and nadir of emotion. Storey acknowledges the difficulties of *Deutschland*; but believes they have been exaggerated, and gives a concise guide to the outer and inner narratives.

MacKenzie has such a wealth of research at his command (and all Hopkins's great poems provide mines rich with seams which numerous scholars have diligently mined) that it must sometimes have been hard to know where to begin. His commendable aim for his *Guide* was "to preserve my own zest and arouse it in others" by attempting "to revive freshly the events and statements of each poem... but when it comes to a work as complex as *The Wreck of the Deutschland* (complex not only in linguistic and spiritual terms, but also in factual references) the commentary (run to 30 pages which might overwhelm some new readers. However it is a fascinating cornucopia of knowledge, and MacKenzie's prose description of the actual wreck that sparked the poem is very forceful.

In his statement that Hopkins "can com-

municate mysteriously, sometimes through words drawn from a one-man dialect to which no complete glossary yet exists", MacKenzie highlights a dilemma. To take one unmistakable Hopkins phrase: "the O-seal-that-so-feature" from *To what serves Moral Beauty?* In his commentary on the poem MacKenzie says, "Attempting to enlarge upon physical perfection in looks and bearing, however, the poet becomes allusive to the edge of obscurity ('the O-seal-that-so-feature...'). But to the non-academic reader it is that phrase, in my opinion, describing as it does so rapturously the moment of perceiving, say, a beautiful mouth or fall of lovely hair, that is the least obscure and which draws him into the rest of the poem. It is the language of the senses, like some phrases of Elgar or brushstrokes of Bonnard, to which no glossary will ever be provided."

Hopkins's profession, and the fact of his work being protected by copyright long after his death, have tended to discourage elucidation of the emotional side of his nature. Yet his "one-man dialect" is partially rooted in the ecstatic 18-year-old who fell in love with Oxford and wrote to his mother "Except for much work and that I can never 'except' my hands cool, I am almost too happy", and in that bridling of young, physical intoxication with spiritual endeavour and mature despair that has enthralled readers.

Thrills, spills, slapstick and gore

Heather Neill and Hugh David report on some London seasonal shows

Dracula or a Pain in the Neck. Albery Theatre. Matinees. Treasure Island. Mermaid Theatre. Meg and Mog Show. Unicorn Theatre at the Arts Theatre

In more innocent times children used to sing about wanting two front teeth for Christmas. Nowadays, the lack, on stage at least, is likely to be more severe and teeth too much in evidence. Blood bedews the set of *Dracula* every afternoon at the Albery where battered brains and severed limbs are the running (limping?) jokes. And at the Mermaid a hand is parted from its owner in the first few minutes of *Treasure Island* just before bumbling Squire Trellawney summarily shoots down a pirate. Isn't there supposed to be some difference between the goodies and the baddies in this respect?

But to return to the revival of Michael Bogdanov's production of *Dracula* or *a Pain in the Neck*. Bram Stoker's tale, adapted by the director and Phil Woods, is played out against a convincing haunted castle set, the macabre original "improved" by nudge nudge jokes and puns after the style of the subtitle. Audience participation consists of brandishing gingerbread crosses (on sale, 20p) to ward off evil and waving feet (the soles of all our shoes allegedly impregnated with garlic at the entrance) towards the stage to combat vampires. Not even Micky O'Donoghue as a duty, fly-guzzling butler or Anthony Smece as the stiff-upper-lipped hero can save the day. Anthony Milner is properly nasty as the Count, speaking his lines as if programmed by a foreign computer operator. If your favourite entertainment is violent films and television this tasteless send-up will be just your cup of blood. I hope there

aren't too many of you. The central character in this year's *Treasure Island* is Dr Who, or at any rate Tom Baker not being anyone else much, and certainly not a con-siderable Long John Silver. It would not have been fair to expect a repeat of Bernard Miles's bucolic menace in his performances of yesterday where comedy was judiciously mixed with threat. But Tom Baker is clean-limbed (despite lacking a leg), clean shaven and surprisingly young-looking, his least trustworthy characteristic being his wayward accent. Quite a nice chap, in fact. But the real star of this show is the wonderful set, all rugged timbers, screens and endless possibilities. Unfortunately, like many another star, this one requires a good deal of attention and demands to be appreciated from every angle, so considerable pirate energy goes into shifting sections hither and yon. Despite this, *Treasure Island* is still good value, less of a gripping adventure tale in Ron Pember's production than a hiss/hoo/giggle melodrama, but still fun.

Charm is not entirely superannuated, however. David Wood delivers another winner with his *Meg and Mog Show*, a delightful play based on several of the Pieńkowski books and starring Miuireen Lipman as Meg. With hair like glittering black straw and a haphazard dress, crocheted rather than ragged, she displays Meg's good-hearted but absent-minded manner to perfection. She even gets away with being rather pretty. The other characters, Mog and Owl included, but especially the other marvelously differentiated witches - one with a hint of punk, one slinky, one a hugely overgrown schoolgirl - are just right too. Meg's adventures take her to the moon, to the zoo where she meets a colonial tiger in a pith helmet and to a haunted castle, the episodes strung



Carrie Slimcocks (Owl), Maureen Lipman (Meg), and Vincent Osborne (Mog)

together by her quest for the ingredients of a spell to rid her garden of a monster that she produced by accident when attempting to magic breakfast.

There are some jolly songs, plenty of opportunity to shriek "Behind you!" at ghosts and the pink-spotted monster, but not much to frighten the youngest audience. There are shadow puppets in the style of Pieńkowski's silhouette illustrations so that Meg, Mog and Owl can float gracefully into space on a broomstick. The set and props have Pieńkowski's poster paint colours and the lines reflect Helen Nicoll's wit in the books. This one really is a family show.

Hansel and Gretel. RSC Warehouse, Earham St, Covent Garden. Final performances, 13-16 January at 7.30pm. **The Pickle Family Circus.** Roundhouse, Chalk Farm: Road London NW1. Nightly until January 30 at 8.00pm. (Mats, Friday and Saturdays at 5.00pm)

Take David Rudkin's *Hansel and Gretel* at face value or not at all. For those predisposed to nightmares *la Freud*, the second would be the prudent course. There is a Witch with 11 fingers, poor Gretel with only nine by the interval, a man with the face of a pig, a girl with no face at all and a great deal more raked up from the childhood subconscious that

doesn't bear too much thinking about. The whole show is grim - if not exactly Grimm - and grand guignol with a grand G.

It is also very funny, answering such pertinent questions as what Hansel did in his cage when he wanted a pee. The brothers Grimm never thought of that, but then neither could they have imagined a Witch (Brenda Bruce on magical form) got up like Bette Davis on a bad day who makes spells with a food mixer and pops small boys into a microwave oven. Nor a set which requires two stage-hands to keep clear of gore. Like small boys, something of an acquired taste then; but stylistically poised somewhere between traditional panto and Hammer horror, possibly the ideal post-Christmas pick-me-up for well-adjusted parents.

No such reservations are necessary about *The Pickle Family Circus* at the Roundhouse which is exuberant, U-certificated entertainment at its very best. The San Francisco-based troupe on their first visit to London cram into something less than two hours more thrills, spills, slapstick and sweaty palms than anyone has a right to expect. And unless you count a couple of back-flipping gnomes, there's not an animal in sight.

Instead the focus of the show is on the human skills of the Family's superb jugglers, acrobats, trampolinists, band and clowns. Especially the clowns. Larry Pisoni (in the guise of Lorenzo Pickle) and British-born Geoff Hoyle (Mr Sniff) are rarely off-stage. Truly pathetic, nodding now at Chaplin, now at Marceau, their trunk routine alone is worth going miles to see.

Present with precision, style and all-American pizzazz, the Pickles are living proof that - Michael Crawford notwithstanding - Phineas T. Barnum is alive and well and living out West. Catch them while you can.

H.D.

More reviews next week.

Monumental sculptor

Henry Moore Sculpture, with comments by the artist. Edited by David Mitchinson. Macmillan £35.00. 0 333 27804 6

Despite his own sharp warnings to the contrary, Henry Moore has not exactly been reluctant to talk about his work. Whilst it is true that most of his early statements were about sculpture in general they were always made from the point of view of his own practice. Unlike Brancusi, whose rare utterances were as epigrammatic as his sculptures, Moore has in fact been relatively fulsome, revealing much about his interests, preferences and even sources. How much more he has said to his biographers and commentators we can only guess.

In this volume both published and unpublished statements have been combined with more recent reflections, recorded and selected by David Mitchinson, to provide a commentary on the sculptures, most of them photographed by Moore himself. It offers a lavish visual record and one that inevitably shows those aspects of the work most important to the sculptor. In almost all the pieces have been reproduced before there are still some surprises, not the least of which is the small, yet fully three-dimensional, bronze which Moore made in 1978 after the *Cézanne* "Three Bathers" in his own collection.

There are other interesting, if less general industrial capital competition but as an expression of the old order fighting to prolong its life. The political power of the ancient regimes was by no means vestigial, by 1914 the decline of the landed classes was nothing like complete and it was precisely because their primacy was threatened by new economic and social forces that their last ditch stand was so violent and so prolonged.

Michael Clarke

The Persepolis of the Old Regime, Europe to the Great War. By Arno J. Mayer. Croom Helm £11.95

This is a book of interpretive history of the causes of the First World War - and by implication of the Second since Arno Mayer sees these conflicts as the thirty year war of the general crisis of the twentieth century. The war was fought, he argues, not in the interest of emer-

surprising, things disclosed by the text. The monumental sculptor is intimately confiding when he tells us that the 1950 Rocking Chair pieces were done as toys for his daughter, and the plain-speaking Yorkshireman a trifle ingenious when he asks in what ways a mutton and child is different from a mother and child. But he can also be hard on old friends. In the late thirties, prompted by mathematical models to make a few abstract sculptures with string, he did so for fun. They were more an experiment, he tells us, and "a matter of ingenuity rather than a fundamental human experience". He soon gave it up but, "Others like Gabo and Barbara Hepworth have gone on doing it".

Moore went on to do other things. The biographical photographs document his rise to public esteem: the most sought after sculptor accompanied by the famous and influential, his very large works being hauled over the parapet of the Forte di Belvedere in Florence and helicoptered to an island site in Illinois. The work documents the other side of this fame; the one-time advocate of direct carving and hard, pent-up energy increasingly turning from stone to bronze whilst he rhapsodised on its surface effects and embraces its rhetorical possibilities. A carving is unique, a bronze can be duplicated, and the edition numbers recorded here have a story of their own to tell.

Michael Clarke

Unfortunately, highly enjoyable though it was, competitors' zeal on the whole outran their matriculation and there were very few entries that managed to sustain both hilarity and paradoxical consistency.

Juliet Gardiner

From Tulse Hill to Troy

Incident At Tulse Hill. By Robert East. Hampstead Theatre. **Cards On the Table.** By Agatha Christie. Vaudeville Theatre. **The Second Mrs Tanqueray.** By Arthur Wing Pinero. National (Lyttelton) Theatre. **The Mayor of Zalamea.** By Calderon. The Orestea of Aeschylus. National (Olivier) Theatre.

From Pinter to Aeschylus, Tulse Hill to Troy via Agatha Christie, Pinero and Calderon in five nights, is a lightening tour of world theatre. *Incident at Tulse Hill* is directed by Harold Pinter with Maurice Denham in the cast; as such it will rate an undeserved footnote in their biographies. With less pretension Agatha Christie's *Cards On the Table* - murder while playing bridge - achieves more. An expert cast, authoritatively led by Margaret Courtenay, dispenses the author's cheats effectively providing sure light-weight undemanding entertainment.

Light-weight but not undemanding is Pinero's "play for grown-up people" *The Second Mrs Tanqueray*. After a passionate marriage, Aubrey Tanqueray marries Paula "a woman with a past". Mistress to many, her sexual licence makes her unacceptable in society and to her step-daughter Eilean. Eilean falls in love with a gallant captain who proposes marriage. He meets his prospective mother-in-law and discovers in her his former mistress. She tells on him, the marriage is forbidden; he decamps, she commits suicide. Philandering is only for men. "Why should there be one law for men, another for women?" Pinero's question shocked his contemporaries in 1893 but leaves us untrifled. We are thrown back on his skills as a serious dramatist which are not great: contrived situations, banal dialogue, melodrama.

The Second Mrs Tanqueray survives on the strength of one character: Paula. Played by the legendary Mrs Patrick Campbell she must have been a dazzler. Felicity Kendal makes her winning, hurt, bored, shrewish, pathetic but not a lady a man becomes an outcast for, never your grande cocotte. Without that driving force the play runs down despite excellent work by Harold Innocent (Cawley Drumme) and Leigh Lawson (Aubrey). The twin threads of male chauvinism and honour also run through Calderon's *The Mayor of Zalamea*



The Orestea with power and complexity. Aristocratic don Alvaro flouts the honour of Pedro Crespo, a rich peasant, by abducting and raping his daughter Isabel. A twist of fate makes Pedro Mayor and Chief Magistrate of Zalamea. Against established order, but in line with natural justice, he tries and garrotes don Alvaro. His action is upheld by Philip II, king of Spain, appearing as *deus ex machina* at the end, and he is created mayor in perpetuity. These bare-bones convey nothing of the rich complexity of the play, its humour, irony, passionate humanity. Played on a bare stage, Michael Bogdanov's production is mercifully free of the fussy pictorial additions associated with his work. True, he shows lack of faith in Calderon's playwrighting ability (or in actress Leslee Udwin's powers) by adding upstage dumb show to Isabel's long soliloquy of her rape, but Calderon's strength shines through. "A strong company acts splendidly led by Michael Bryant at his best with Daniel Massey, Basil Henson, Nicholas Selby in top form. Adrian Mitchell's version serves them well, as do Stephanie Howard's designs and John White's music, and shows why it has been acted continuously

in Spain since 1644. Good to see the NT doing so well what it was created for - enlarging our experience of world drama. Aeschylus is the father of European drama. Of his 90 plays seven tragedies survive, the trilogy of *The Orestea* among them. *Agamemnon* tells of Clytemnestra's murder of Agamemnon. *Choephoroi* takes its name from the libation-bearers sent to appease Agamemnon's ghost and relates the matricidal vengeance of Orestes. *Eumenides* concerns the appeasement of the Furies pursuing Orestes to Athens. It is a work of elemental force and power archetypal Greek drama. Peter Hall's production employs many of the conventions of Classical Greek theatre: orchestra, parados, masks, male actors, ekkykema-truck, music, movement - all matching the Olivier amphitheatre, suggesting ancient Greece. The strange sonorities of Harrison Birtwistle's music reinforce that suggestion. Only Tony Harrison's version of the text works against it. Relentlessly rhythmic alliterations, sibilants, hyphenations (she-go, man-lord, clan-chief, god), as do Stephanie Howard's designs (stone, life-lot) and occasional phrases ("Paris the doom-groom", "Helen

the war-whore") suggest that Harrison has read Skaat's Anglo-Saxon primer, the York Mysteries, the Nordic sagas, but has never seen the light of Greece. In his version the doom of the House of Atreus is reduced to a clan squabble in an archaic northern dark age. Even where it clarifies, as in Aeschylus's extreme statements of male supremacy ("The male is the only true parent... The womb of the woman's convenient transit"), it diminishes. Interesting as Hall's Greek-theatre-convention approach is, it works against direct cathartic audience involvement. The masks distort the sounds of a text already difficult on the ear, reduce acting to emblematic gestures, the character is fixed facial image (Orestes looks like a Japanese Onnagata), make actors appear like animated ventriloquist's dolls rather than creatures of flesh and blood. Years ago, at the Scala Theatre, Anastasia Papathanassiou led a Greek company in *The Orestea*. Despite the language barrier, the audience was visibly and audibly moved to pity, terror and excitement. Those qualities are in short supply at the Olivier.

John James

Punch, Judy and Sinbad

The Midlands Arts Centre has completed its Christmas production for children with an eye-catching exhibition in the Foyle Gallery. Pleasures of the past, a collection of toy theatres, shadow plays, Punch and Judy shows and Jumping Jacks, ranging from the nineteenth century to the present day.

The collection of toy theatres from many European countries mounted around the walls, many individually lit, capture in miniature the excitement of the old proscenium arch stage with its ornately decorated frame edging fairy-tale worlds of richly painted scenery. Freestanding panels display the gaudily colourful cut-out figures and sets for making toy theatres issued by Pollocks or Wobbs Juvenile Drama and more recently pull-out pages from the *Boys Own Paper* or the *Mickey Mouse Weekly*. The "Punchenalia" includes old playbills, scripts, and souvenirs and a panel of coloured postcards from the 1890's to the present day of sea-side Punch and Judy shows, the costumes of the young audiences making an easy lesson in changing fashions, from pantaloons to jeans.

Air space has been used to display mobiles of Mr Punch and his "cousins" from other lands, Guignol, Kasper etc., delicate shadow puppet theatre and the frame from an old Punch and Judy booth with giant-glove puppet figures from the original performances.

The collection is the property of John Blundell, director of Cannon Hill Puppet Theatre whose puppet production of *The Voyages of Sinbad* is the Christmas production in the Studio Theatre.

He has given the play a box-frame, toy theatre setting. The frame hides the puppeteer and throws all the attention on the brightly lit, playing level of the puppet characters, just as though one of the miniature theatres in the exhibition had sprung to life.

The story ranges widely through such exotic settings as old Baghdad, a desert island and the places of the Emperor of China, from which Mr Blundell has designed some body depicted rod puppet characters and cut-out style sets, against a background of delicately painted, illuminated slides.

The Voyages of Sinbad is in repertoire at the MAC until the end of February and *Pleasures from the Past*, is an exhibition until the end of January.

Ann FitzGerald

Shock horror documentary

A remarkable play called *Cinders* by Polish writer Janusz Glowacki is receiving its first, and probably its definitive production at the Royal Court Theatre Upstairs. Director Danny Boyle and his mixed cast of Activist Youth Theatre members and professional actors give power and clarity to every line in the excellent translation by Christina Paul.

The young Activists play the female inmates of a Polish Reform School, and the professionals play their teachers and the film crew who have come to make a shock/horror documentary about the girls in the school under cover of filming their version of *Cinderella*. *Cinders* constantly takes its audience by surprise, not only because the plot line is full of twists, but also because of the extraordinary tonal variety of the play. The slap-stick comedy of gauche teenagers manhandling the *Cinderella* tale with all the subtlety one might expect of the average reluctant, Borstal performer, is underlined by the tension the play generates for the girls and their decision to exploit it for their own ends.

There is a gentler comedy in the pathos of the Borstal director, beautifully played by Toby Salaman, seeking marital advice from one of his more experienced 15 year old charges. There is a hard satirical edge to the scenes concerning the exploitative film crew, out to shock viewers and make their own names, which suddenly gives way to tragedy as the real horror, which their presence in the reform school precipitates, works to its gory conclusion.

The play is intended as a parable for the relationship between Poland and the USSR and, by staging it at this time, the company have ensured that the symbolic meaning of the play is unmistakable. Not a single inuendo is missed in what must be one of the finest pieces of ensemble playing in London this year. The subtle interplay between the girls and their various persecutors, and the swift dramatic changes in the girls' behaviour when they are unpervised and free to wreak vengeance on each other, are quite startling as an achievement. The actors afterwards paid tribute to the

Youth Theatre players' consistently high level of concentration, and said what a satisfying experience it had been for them to work in this unusual combination.

Perhaps some similar arrangement would benefit the Young Vic, whose Youth Theatre players appeared to be floundering in their production of David Campton's *Time-Sneeze*. A lively bunch of London youngsters of all ages had worked hard every Sunday to put this show on for a small studio audience, and it was clear that they needed a stronger play to capture their imagination, and a lot more help from their directors. With so many professional actors and a large prestigious Manpower Services Commission company of actors also based at the Young Vic, one would have thought that there would be plenty of scope for this Youth Theatre to take a tip from the Royal Court and bring their youngsters and professionals together for their mutual benefit.

Pam Schweltzer

Dances of love and death

Thinking back over London Contemporary Dance Theatre's recent four-season at Sadler's Wells, its obvious success derived principally from the quality of the choreography and timing. But the season underlined a number of significant developments in British modern dance. First, that Britain possesses in London Contemporary Dance Theatre, and in Ballet Rambert two modern dance companies of international class which depend increasingly on their schools for future dancers. But the existence of the schools is threatened by the uncertain operation of the local educational system which, in the past, has been a constant source of trouble. Second, the Contemporary Dance

Company has not only a second generation of choreographers of proved quality like Stobhan Davies but also a third generation of promise like Jayne Lee, Phillip Taylor and Dorian Buller. On the season's dancing, therefore, the choreographic future of contemporary dance in Britain seems assured. Third, this company like most of the other leading dance companies is developing a strong educational component which demonstrated in attractive school matinees. These will be repeated during the company's winter tour. Fourth, the quality and choice of most young British designers and composers is improving during the year. This season shows the company to be a significant patron of music and design, including lighting design, for British

dance theatre. Finally, the season showed again the crucial contribution of Robert Cohan as artistic director and choreographer, probably the most important figure in British dance theatre today. *Dances of Love and Death*, his new evening-length work, draws together five unrelated tales from the human experience - Parsipphone and Pluto to Marilyn Monroe - creating, as it were, a five-way mirror. Difficult always to know at which target of satire or pathos, comedy or tragedy the choreographer aims but the sum is five provocations of ourselves. Disturbing, useful and important to see in the forthcoming tour.

Peter Brinson

Literary competition

TES Competition No 22. Report by Charybdis

Asked to update Ko-Ko's "I've got them on my list" song from *The Mikado*, competitors responded with a satisfying degree of verve and venom. Joggers, CB radio enthusiasts, speedy Rubik cube solvers, incompetent weather forecasters, bran eaters - together with, more predictably, gravely voiced ad-men, smirking chat-show hosts, BL shop stewards, sociologists, reckless road users of all kinds, plus every conceivable species of educational fraud, trendy, and yea-man - these were only a few of the categories of contemporary nuisance flayed and dissected. Social Democrats, too, came in for a bit of a battering - indeed all politicians, and it is perhaps a measure of how far the Iron Lady's stick has fallen that she (and tennis's Superbrat in docking up the most individual mentions.

Unfortunately, highly enjoyable though it was, competitors' zeal on the whole outran their matriculation and there were very few entries that managed to sustain both hilarity and paradoxical consistency. Parents' Evening. There's the parent of the genius whose child is always right. I've got them on my list, I've got them on the list. The father of that pretty girl you stared at hard last night - He never would be missed, I'm sure

ton. Commendations for entries that were good at least in part to Bill Greenwell, C. H. Clarke, J. Lambert, Dan Douglas, Elaine Luke, David Toley, Caroline Cook, Robert Colston, Paul Griffin, P. W. Thorpe and Hadyn J. Adams.

The ageing Eald Blyton fan ("It never did me harm"), The Aussie who; when things get tough, delivers underarm. And all people who at Proms must cheer the loudest and the first. Just to show, however odd the occasion, they're tasteful and well versed. The bore who knows all major roads and minor ones as well. And celebrities whose children's books are dull but always sell. There's the child who can do nothing more than gaze on mummy's skin and enquire the washing up with sweet and sickly grin. Indulgences all of savage pets ("he only wants to play"). And Officials of the Gas Board who just will not go away. The consumer who refers to Which and only just buys the best. Then tells you in great detail how your purchase failed each test. And the voices used on answer-phones which tell you whom you missed. I'd have them on my list, I'd have them on my list!

N. J. Warburton

There's the caretaker who crumbles if he's asked to do some work. Weather men on telly who forecast blizzards with a smirk. The barman who looks through you and serves the chap behind. Those who pay by cheque at check-outs, they really are a bind. And in particular the motorist who drives when he's half pissed, I hope by him I'm missed, so he must be on my list. Then there's the double glazing salesman who interrupts your phone call. And the super healthy fitness freak who greets you with a punch. Women's libbers, MCP's, trendies, joggers, wets. Owners of fierce quadrupeds who call their monsters pets. Members of the SDP, the Tories, Libs and Reds. Pupils of all ages then HMT's, EO's and Heads. In fact, everyone who (sn't me will feature on my list. So add anyone I've missed; they'd none of 'em be missed! Y. Ernest Cox

And the lady who will praise in an enthusiastic tone. Every syllabus she's read and every programme but your own; The father of the prodigy who's somehow come out wrong. He blames the school for everything in language that is strong; And the parents of the rumbler who is hardly ever missed - I've got them on the list, they must be on the list.

There's the fellow with the flashy car who laughs about your pay. I've got him on the list, I've got him on the list. The man who knows the Governor - he spoke to him today - He never would be missed, I'm sure he'd not be missed; There's the chap whose view is very plain because he is "self-made". He thinks schools are a waste of time and kids should learn a trade. The woman who will chat about the colour of her hair. While the queue builds up behind her and the tampsors start to flare; And the parent who's a teacher too; or worse, an analyst! He never would be missed, I'm sure he'd not be missed. Jeremy Neville

The fellow in the restaurant who makes my spirits droop. By lighting up his cizzy when I'm halfway through my soup. The lass without a conscience (and it really does offend). Who takes a piece of sellotape but doesn't fold the end! Yes, I really can't pretend: they drive me round the bend! The so-called friend who muddles up my records and their sleeves; The passenger who tramples on my feet before he leaves; The trendy type who rolls about with headphones on his head; The kid in class who asks me for the answer I've just said; They make me see bright red - I'd rather they were dead! The chap who while he talks to me plays with a Rubik cube; The guest who takes the toothpaste from the wrong end of the tube; But most of all the people, and there seem to be a host - Who send me all their catalogue and pamphlets through the post! (Ah, these I'd like to roast - for them I hate the most!) Mike Wilton

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Competition No. 23 "Shakespeare's turn"

Set by Seylla The Bible and the Book of Common Prayer have been brought up to date. Shakespeare has so far escaped. You are invited to do your worst with any part of one of the more famous soliloquies. Limit 120 words. Closing date January 20th.

Humanist and scholar

Eric Homberger on the work of Elias Canetti, winner of the Nobel prize for literature

Auto da Fé. By Elias Canetti. Translated by C. V. Wedgwood. Picador £2.50. 0 330 25556 8. Crowds and Power. By Elias Canetti. Translated by Carol Stewart. Penguin £2.95. 0 14 00 3616 4.



Not since S. Y. Agnon won the Nobel prize for literature have the Swedish selectors made such a surprising choice. Just who is Elias Canetti? Few reference books have entries on him, and those which do are usually brief and unhelpful. Only two of his books are at all widely known: *Die Blendung*, a novel published in 1935, and a study in the anthropology and psychology of crowds, *Masse und Macht* (1960). The former appeared in 1946 as *Auto da Fé* in an authorized translation by C. V. Wedgwood. *Masse und Macht* was translated by Carol Stewart as *Crowds and Power* in 1962. It is, of course, welcome news that both titles are back in print. Canetti's other works include several plays, and a book about Franz Kafka. He belongs to the generation of refugee intellectuals created by the rise of Nazism in Germany and Austria. Born of Spanish-Jewish parents in Rumania in 1905, Canetti was educated in England, Germany and Austria, where he remained until 1938. Since then he has lived in England, though he continues to write in German.

He is an original. Save perhaps Arthur Koestler, no one writing today approaches Canetti's breadth of achievement. I find it astonishing that *Auto da Fé* is not better-known. Perhaps the best way to understand what Canetti was trying to do in his major novel is to trace the book in its historical moment. The story is told without reference to outside events: there are no dates, historical references, nor geographical details: it is set in a middle-sized city, obviously in our time. The central figure is Peter Kien, the leading authority on Chinese language, philosophy and thought. Kien ruthlessly isolates himself from the outside world. "You draw closer to truth by shutting yourself off from mankind," Kien hoots the mob, but naïvely puts himself, his considerable fortune, and private library, in the hands of his daily cleaner, Therese. She is a scheming woman, "so uneducated that at the mere recollection of her speech he felt a slight nausea", who soon disabuses Kien's hope that marriage has provided him with a servant for life. Therese turns their relationship into stage warfare, as she appropriates room after room in Kien's flat. She drives Kien into withdrawing utterly within himself; he wishes to avoid her by becoming a statue. Eventually Kien escapes the flat and wanders through the (unnamed) city, where he falls into the clutches of a hunchbacked Jewish chess fanatic and dwarf named Fischel. Kien is deceived by the hunchback, but is unable to act to save himself. He is totally passive and acquiescent. After a further series of adventures, the novel ends with a fire in his library in which Kien perishes.

Exploring that blank space

Fantasy: The Literature of Subversion. By Rosemary Jackson. Methuen £6.50 0 416 71170 7. £2.95 7118 0 40. Imagine an undifferentiated world: Everything is everything. To turn such a world into the one in which we live, we must orient ourselves by categorization, polarization. A taboo against incest, by an act of categorization, will remove "mother" and "sister" from the realm of "possible spouse": a similar demarcation allows us to see one piece of furniture as a table, another as a bed. If we see someone sleeping on a table, we experience a "disproportionate sense of wrongness." Our categories have let us down. Tahoo... that which is not done, grave or trivial... is the blank space, between defined phenomena: it is a "tool of control." Rosemary Jackson here examines a literature which deliberately outrages taboos, explores that blank space. It is a literature of libertinism; its heroes Sade, Poe, Hogg, Mary

characteristic of schizophrenia. He might be describing the central figure in *Auto da Fé*. They often give the appearance of being paralyzed within themselves, as though there could be no connection between them and other people; as though they could not understand and did not want to either. In their obstinacy they resemble statues; and there is no attitude in which they may not petrify. But these same people in other phases of their illness, suddenly behave in exactly the opposite way. They exhibit a suggestibility which can reach fantastic proportions... They are overcome by sudden fits of servility, "suggestion-slavery" as one of them called it himself. From statues they turn into officious slaves... Canetti does not say that the object of his satire is the humanist and scholar; he leaves it to his readers to infer. A similar tact and preference for indirection, infuses *Crowds and Power*. Nowhere in the text is contemporary history discussed, but the central fact behind it is the German experience of Nazism. His subject is the crowd, and the nature of power. He follows Durkheim and the functionalist sociology which seeks to explain social phenomenon in relation to the role which they play in maintaining society. Canetti makes extensive use of myth, folk-tales, and primitive legend, attributing an analysis of complex social phenomenon which is evolutionary and biological, as well as psychological. The issue he is ultimately addressing is why "good" Germans (and others) willingly obeyed commands of a bestial and criminal nature. He does not discuss the motives of individuals, but attempts to show why in history the "string" of command is so damagingly persistent. Command, and the threat it ultimately embodies, represents for Canetti "the most dangerous single element in the social life of mankind. We must have the courage to stand against it and break its tyranny". He seeks in *Crowds and Power* to strip power and authority of its cloak of ancient sanctity. "Beneath all commands glints the harshness of the death sentence". In the "age of the dictators" (to use Elizabeth Wiseman's title) unchecked power mounted a new and unprecedented threat; it is even more dangerous in the age of the Bomb, as Canetti argues, when the mass death of mankind is the ultimate threat of command.

In *Auto da Fé* Canetti presented a picture of the humanist tradition in decay. In *Crowds and Power* a far more atrocious threat is abundantly registered. He presents a remarkable example of what a writer can do, in his isolation, to make the world more intelligible, and to make its threat less mysterious. Nevertheless, her book is well worth perusing with, and its excellent bibliography well worth pursuing. Its perceptive historical examination of the ultimatum theme literature with its distinctive note might have been strengthened if Dr Jackson had chosen Jung not Freud and Lacan as psychological mentors. Jung's Shadow provides precisely the conceptual tool she needed to bring her often, though provoking, thesis into clear focus. Most of all it would have made clear that the fantasy of dismembering and the fantasy of membership are two sides of the same story. One of the problems of this welcome study is that the books it calls to our attention are not always - or even often - very good as literature. Our interest in them is caught by their energy, the energy of repress-

sed desire - not their accomplishment. Rosemary Jackson sidesteps this issue - rather too neatly - by avoiding qualitative judgments altogether and concentrating on ideas and themes. This allows her to take the same breath with no discrimination between their quite separate intentions and achievements. Nevertheless, her book is well worth perusing with, and its excellent bibliography well worth pursuing. Its perceptive historical examination of the ultimatum theme literature with its distinctive note might have been strengthened if Dr Jackson had chosen Jung not Freud and Lacan as psychological mentors. Jung's Shadow provides precisely the conceptual tool she needed to bring her often, though provoking, thesis into clear focus. Most of all it would have made clear that the fantasy of dismembering and the fantasy of membership are two sides of the same story. One of the problems of this welcome study is that the books it calls to our attention are not always - or even often - very good as literature. Our interest in them is caught by their energy, the energy of repress-

Neil Phillip

Kicking, striking and chasing

Athleticism in the Victorian and Edwardian Public School. By J. A. Mangan. Cambridge University Press £25.00. 0 521 23388 7.

"They tell us the world is a scrimmage. And life is a beautiful run" wrote a Harrow master in 1895, in a not untypical contribution to the theology of sport. The fact that "sport" now has stronger associations with team games than its former connotations of hunting, shooting and the turf is itself a tribute to the influence of the cult of athleticism which swept through the upper strata of British society from the mid nineteenth century onwards. "Athleticism" is a confusing term, having little to do with the running and jumping competitions in which modern "athletes" distinguish themselves, but much to do with kicking, striking and chasing various sizes and shapes of ball. Proficiency in these, not as an individual but as part of a team, became virtually the be-all and end-all of a public schoolboy's life in the period 1860-1914, with portentous consequences for nation and empire. Dr Mangan is unusual for a sociologist in being scholarly, intelligible, and genuinely enlightening. His book is noteworthy for the excellence of his sources - especially schoolboy diaries, and long-neglected magazines - and for the skill with which he has exploited them. He has sensibly concentrated on a manageable sample of six public schools which he claims are specially repre-

sentative, though Stonyhurst proves to be the odd man out in most things. That athleticism in its standard form came late to Stonyhurst is clearly related to the fact that Stonyhurst was a later entrant than the other five schools to the public school system. And it is the entrance of a public school system after around 1870 which is inadequately recognized by this book. What were important were not just individual schools of a certain status, but an interacting constellation of schools further related to a network of preparatory schools where boys were primed in important ways for the diet they were to be offered. The growth of the new cult within the schools (though not the spread of forms of the football obsession among the masses, a related part of the story) is superbly documented here, along with the ideology which grew up around it. But two key elements in the story - the real fear of rebellion in early Victorian schools, and both real and imaginary fears concerning sex - are strangely underplayed. The mixture of anti-intellectualism, jingoism and crude hero-worship is an easy target for ridicule, but the author is too shrewd for that. A good case can be made out that the Empire genuinely needed men of brawn for its survival, and a regime of compulsory games as an antidote to "loafing" and "degeneracy" proved its worth for British POWs in two world wars, and might yet have something to offer the demoralized youth of our inner cities today. John Honey



"I had three fine rosy-cheeked schoolboys for my fellow passengers..." The Stage Coach, an extract from Washington Irving's "The Skunk Book" one of fine collection of poetry and prose reflecting the changing seasons in a Country Book selected and illustrated by Diane Elson (World's Work £4.95)

Innocent victims?

The Black Flag. By Brian Jackson. Routledge and Kegan Paul £6.95. 0 7100 0897 X. Inaccurate, and anyway irrelevant to the specific milieu of the anarchosyndicalist groups among Italian immigrants in the States at the time of the First World War. Sacco and Vanzetti were almost certainly not guilty of the crime they were tried and executed for, whatever else they may have been guilty of, but this emerges only from a careful reading of the complex story told in Herbert Ehrman's book *Case That Will Not Die* (1969). Jackson's account of the case is too summary and superficial to add or alter anything. The only useful items in *The Black Flag* are the description of the contemporary official documents released under the Freedom of Information Act in 1977 and the transcript of the legal report to and from Massachusetts in 1977, admitting that Sacco and Vanzetti had not had a fair trial and had to be regarded as innocent victims. His account of anarchist thought and action is ingenious and

Nicolas Walter

Down to earth

Rachel Blake on books for remedial readers

Knockouts. Longman 65p-85p each. Red Lion Books. Cassell 75p each. Headlines. Edward Arnold 85p each. Reporters Series. Harrap 85p each. Laura Brewster Series. John Murray 75p each. Teachers' Guide £1.60. Falcon Comics. Hutchinson £1.95 non-net per pack of one copy of each title. Structural Readers: The Cooper Diaries 60p. I Can Jump Puddles 50p. The Energy Crisis 60p. Longman

It is good to see the stuff of real life getting into remedial reading books and getting ground over the more hypnotic fantasies. Most of the five recent additions to Longman's Knockouts follow this realistic trend. These small-format books have large, extremely clear print and a mostly illustrated by a section of documentary photographs. They come in four reading levels. *Dead Man's Creek* (for RA 7-8) has two short stories, a Western about Indians' rights and a space fantasy with a satisfying end. An accompanying cassette can be obtained. *Accident* (RA about 9) on tensions at work and in family life resulting in a death may raise too many adult problems for most. *Hosings*, for the almost competent, gives every encouragement to read on, in its presentation of a siege experienced by teenagers, the techniques used, the shocks, and feelings aroused. It ends with newspaper reports of the Balcombe Street siege. At the same level is a play *Eyewitness*, excellently researched and lively. Planned for a sound recording it could make a fruitful project on wartime experience for remedial groups; only a few of the adults' parts are likely to give difficulty. At the top level is a very convincing story of Borstal, *A Person of Bad Character*, told from the inside, for the fully-fledged reader who can appreciate its insight. The six new Cassell Red Lion Books, for a reading age 7-8, have

small page size and vary between 30 and 60 pages. They are illustrated with graphic line drawings. They, too, face such realities as accidents, illness and death and express feelings sensitively, as in the touching *Ben and Annie*, about a boy's friendship with a disabled girl. Apart from the simplified Poe stories, those that have a horror or fantasy element, like *The Curse of Gill House* and *Hope Street*, avoid morbidity and come down to earth in a satisfying way in a resolution of the story. Factual books based on strange happenings, dangerous situations and sport, go down particularly well with boys. *Arnold's Headlines* and *Harrap's Reporters Series* meet these needs. The two series are almost identical in format, brightly-covered booklets illustrated with well-chosen photographs (and sometimes contemporary pictures). The information is broken up into appetising snippets, historical connexions are made, and the mind opened to speculation and sometimes practical actions. The recent *Reporters* include one on strange but true stories, two on animal welfare and well with cars, speed and the Olympic Games. The *Headlines* batch has sporting Superstars, famous disasters, stories of ghosts, heroes and heroines in history, famous rescues and one on discoveries of treasure. Costing slightly more and a little longer than the *Reporters* they also have a slight edge on them, with more intriguing details of information, and a lively conversation or story often opening views, and concentration on such phrases as "4321 ZERO!" and "IT'S THE END OF THE LINE!" make these books visually very compelling. For 7-8 RA level. Useful for the fairly competent reader who still banks at full-length books are the Longman's Structural Readers' abridged *Cam Jung's Prudles*, *The Cooper Diaries*, a family mystery. *The Energy Crisis* (all stage 4) and Chris Bonington's *Everest - The Hard Way*, at stage 3, well illustrated with colour photographs.

Children's literature

Fun and games

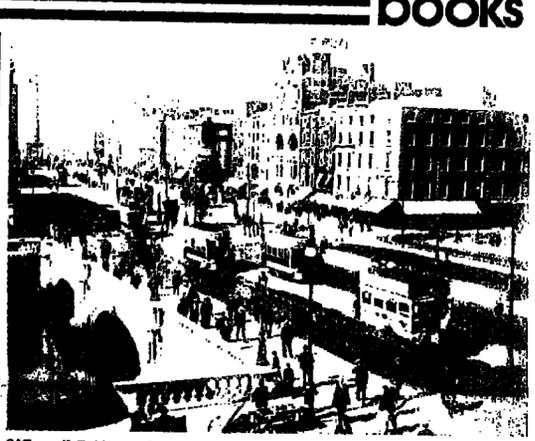
Little Zip's Night-Time Book, by Sylvia Caveney (Pelham £3.50) with its strong enticing pictures (by Simon Stern) and its linking of fact and story without spoiling either, is a really excellent offering. Little Zip tries to tell cat Podger what he has learnt about the movement of Earth and Sun and Moon. Podger's reaction wins my sympathy, but let that pass. Then we glimpse some night walkers in the wood (owl, badger, hedgehog, bat) and working humans too. Finally, Zip's dreams, the fairy tale fantasies get their chance. The pages too are admirably designed, with good text in clear inviting print. The unusual feature of Bunshi Iguchi's *An Elephant's Tale* (Dent £3.95) is that it is about real animals in a real setting. It's an attractive book with its gentle mood and strong vivid pictures (charcoal line, crayon and wash: sunset skies, spaciou

meets its target exactly. One little boy and one Mum (did I say?) are black, by the way; the other pair aren't. Though Timothy in Rosemary Wall's *Timothy Goes to School* (Keats £3.95) is, I think, a mascot, and teacher a kindly fox, this sympathetic, hilarious little book ranks in the real-life section too. You can see why. Timothy, a cheerful innocent, joyfully starting school, is daily made to feel that he's out of step - wrong clothes and such - by the nasty knowing Claude. But the problem is nicely solved when Tim at last finds an ally and a chum - a girl, to make things even. Now they laugh at Claude. The book is worth hunting down for the face of Claude alone in the pictures (look, and you'll see what I mean). But it has for tots and parents other obvious merits too. Naomi Lewis

Coming up Rosen

I See A Voice. By Michael Rosen Times/Hutchinson £1.95. 0 09 146861 2. In recent years Michael Rosen has probably contributed more than most contemporary poets to popularizing - in the real sense - poetry amongst school-children. His collections *Mid Your Own Business* and *You'll Me* (written with Roger McGough) have been found dots around most glass-rooms up and down the country, while Rosen himself regularly tours schools reading, reciting and writing poetry with youngsters. His latest volume, takes the form of both an anthology and a commentary five

stunning love-poems from a group of sixth form students. In a first chapter titled "Responding to Poems" Rosen's commentary on Roger McGough's "Noolligan" and on poetic techniques more generally offers a very personal view, chatty and direct in style, and reminiscent of his own idiosyncratic, jaunty verse. Similarly, the activities he has devised to extend pupils' response to the anthology are nicely open-ended and a welcome reminder to teenagers that poetry need not be a miserable, frustrating encounter with empty word-patterns. If a love for poetry is something caught rather than taught, Rosen's slim book is a model of its kind, one to place alongside Sandy Brownjohn's equally excellent and resourceful text for younger children, *Does It Have To Rhyme?* Roy Blatchford



O'Connell Bridge as Joyce knew it. This is one of several atmospheric photographs by Jorge Lewinski in James Joyce's *Odyssey A Guide to the Dublin of 'Ulysses'* by Joyce's admirer and countryman Frank Delaney. (Hodder and Stoughton £8.95). A pleasant way to imbibe background for Joyce studies.

Flower of cities

Rothmans Concise Guide to London. By Geogr Hammond. Rothman Publications £4.50. 0 907574 0 9. The Campanian Guide to Outer London. By Simon Jenkins. Collins £8.50. 0 00 216186 0. London Walks and Legends. By Mary Cathcart Borer. Granada £1.25. 0 583 13308 8. Discovering London. By Anton Powell. Ward Lock £2.95. 0 7063 8099 0. The Tower of London, Young Visitor's Guide. By Peter Hammond. H.M.S.O. 90p. 0 11 671054 3. British Museum, Guide and Map. Designed by Roger Davies British Museum Publications £1.0 7141 2011 1. Around the Historic City of London. By Stan Jarvis. Bell and Hyman £5.95. 0 7135 1249

Although *London Walks and Legends* is not primarily designed for children, they will be intrigued by its mixture of history and legend. There are ten walks, most in central London, with gripping stories about sections of them such as how London Bridge came to be falling down, the buried treasure in Westminster Abbey and Dick Whittington's adventures as he traipsed through the fields of Islington and Haringey. The capital's most child-orientated pursuits are gathered together in *Discovering London*. They are illustrated across two-page spreads which cover more than 30 topics. Unfortunately, how to get there is not always explained and some of the photographs are not particularly inviting. But the books is certainly a sound introduction to the capital. With a third of the Tower of London's two and a half million visitors each year under the age of 16, its education officer, Peter Hammond has written a lively children's guide which is sure to be a big hit. Its cover opens out to form a plan, with colourful stamps to stick on and plot what the reader has seen. Sketches, photographs and diagrams accompany the descriptions of each section - what is actually on show as well as the wider historical context. And a game and crossword are included too. The British Museum's Guide and Map is not primarily for children but its excellent colour photographs and background information will make it a good souvenir. It is also a useful resource for teachers planning a visit there. For devotees of the City, *Around the Historic City of London* is centred on attractive black and white sketches of the noteworthy sights - or all of them particularly well-known. There is only a short description of each one, but it should be enough to inspire even the occasional passer-by to discover more. Gillian Thomas

Selecting from the crop of recent guide books to London, the London Tourist Board presented its first annual awards. Winner in the general category is *Rothmans Concise Guide*, whose directory-style text is interspersed with attractive sketches, colour photographs and full-page maps. There are fifteen headings, including travel, where to stay, eating and drinking, theatres, sports and London for children. Surprisingly the sections on shopping and eating are both much longer than "what to see" but it is certainly packed with reference information. In the specialist category the award went to Simon Jenkins' *Campanian Guide to Outer London*, chosen as "a very good read". It covers twelve of the most interesting suburbs, ranging from Dulwich to Highgate, Osterly to Blackheath, with anecdotal descriptions of their architecture and history. Both the text and photographs capture the essence of each area while there are maps for those tempted to explore for themselves. The book is also ideal for dipping into, for fascinating details on areas that are already familiar. Michael Clarke

Painting primer

One Hundred Great Paintings: Duccio to Picasso. By William Gordon. The National Gallery £4.95 (+ £1.70 p & p). 0 901791 75 X. With a "Perhaps unparalleled choiceness and balance in its representation of the minor schools of painting" as the present director, Sir Nicholas Levey says, this book, "Can serve as an introduction to Western painting almost as much as to the collection." In 1824 when the National Gallery first opened in a house in Pall Mall that collection was only 38 paintings. Today, in its palatial premises in Trafalgar Square, it has over 2,000 and choosing just one hundred from

these must have been a daunting task. Nevertheless, Dillian Gordon has managed to do it, offering a selection that fulfills both Sir Michael's aims. With the advantage of the gallery's scholarly catalogues to rely on, the commentaries are, not surprisingly, informative and instructive but just as important, the reproductions are of a high quality. Add to this a concise account of the gallery's history and activities and you have a book that ought to be on every school library shelf. At the price, thanks to Messrs Coult's sponsorship, it is a bargain. Michael Clarke

Images of Christmas

Photographs by sixth formers at Little Ilford School, Browning Road, London E12. They were taken as part of a project entitled "Images of Christmas" by pupils following an A-level communications course and a photography course.



Norwegian Christmas tree Trafalgar Square



Christmas wishes



Window shopping



Christmas wishes



Christmas shopping Newham



Oxford St department store



Kicking the habit

by Carolyn O'Grady

A series of six 10-minute programmes to help those who want to give up smoking is being broadcast by the BBC starting on Sunday, January 3 at 5.45pm. The series is a response to polls which reveal that six out of ten smokers would like to kick the habit. Lively direction, an enthusiastic presenter and popular guest stars are used to get the ideas across and to involve its audience in a project which, as one would-be "stopper" says, may mean finding a new personality.

The programmes go out at 5.45pm, a time when the television is switched on automatically in a lot of homes or left on after the children's programmes. It begins with an attention-hooking sequence - athletes running to the accompaniment of the catchy title song *So You Want to Give up Smoking* written by Chas and Dave.

The presenter is the effervescent Dr Miriam Stoppard, an ex-heavy smoker, and there are appearances by other ex-smokers Simon Bates, Denis Norden, Michael Palin and Esther Rantzen.

The horror is kept to a minimum as the purpose of the series is not to

harrow and persuade but to help those who want to give up. The sequences are nevertheless strong including interviews with emphysema and cancer sufferers and an inventory of the poisons contained in cigarette smoke.

Most attention, however, is focused on a selection of artfully chosen would-be "stoppers" - all very engaging people - whose progress we watch.

The series' strength, and why it may be what a lot of smokers are looking for, is that it offers advice and a method together with a ready-made support group. But full-scale commitment is also needed.

The first programme is on reasons for stopping, the second on preparing to stop and subsequent programmes on coping, weight control, increasing benefits and staying stopped.

A booklet and a newspaper, *Quit Smoking*, are available on request from the BBC. On Wednesday, December 30 BBC Radio 4 will broadcast *Have a Cigarette*, a 45 minute programme on the reasons for giving up.

Electronic aid

Raymond Walker on the book which accompanies the BBC's 'Electronics and microelectronics'

Microelectronics Practical Approaches for Schools and Colleges

BP Education Service and MEP in collaboration with BBC Schools Radio £2.75 including p&p BP Education Service, PO Box 9, Wetherby, West Yorkshire LS23 7EH

Microelectronics has been compiled by a team of writers sensitive to the needs of teachers unfamiliar with the complex world of ICs and microprocessors. Care has been taken to deal with basic transistor switching circuits and develop an understanding of discrete components before moving into the more specialized area of "chip" microelectronics. Content is linked to the circuitry used in the new BBC *Electronics & Microelectronics* radiovision programmes (see TES 4.9.81) to provide additional information and extend the basic work. Despite this link the content stands as a handbook complete in itself.

The book is a must for any school and college physics department involved in electronics work, curricular or extra-curricular. It contains valuable information to aid the busy teacher though perhaps its greatest value lies in getting to grips with those fundamental and jargon terms which are either omitted or taken as read in the increasing number of verbose texts now flooding the market. Brief, but useful material is included to explain the short-comings of certain devices and why they have been replaced by ones with more sophisticated technology.

All material is well-presented and quickly identifiable in the ten clearly written sections. However, an index would have been a useful addition. This A4 manual is a good handbook for students as well as teachers, and the bonus of two full colour OHPs on component recognition makes *Microelectronics* a good buy at its subsidized price.

Balky Braithwaite

FILM/VIDEO
Braithwaite Battle with the Banks 25 mins, colour, sound 16mm, U-matic, Betamax & Video 2000. Supporting leaflets on request Free loan from Barclays Film Library, 12 The Square, Vicarage Farm Road, Peterborough, Hants.

Really this is nothing more than an extended commercial for banks, and doubtless it is this aggressive marketing which has made Barclays so successful in Britain and world-wide. It is certainly no accident that the wretched Braithwaite in pursuit of his lifelong campaign to avoid banks, has to spend much of the film passing by, through or under familiar blue strips with little eagles on them. On the other hand, the rational being must admit that it is probably to the advantage of most people to have a bank account. That it is also

Briefings Radio and tv Continuing education

Por Aquí (Sunday, 17.00, Friday, 23.30 VHF4)
The last holiday programme for second stage students looks at recent events in Spain and answers listeners' letters.

For teachers

Previews of ITV programmes to be shown during the next two terms.

1 *Go* (Wednesday, 9.30)
A series to help children in reception classes to understand simple mathematical concepts and numbers up to ten.

My World (Wednesday, 9.41)
New programmes for the Spring term introducing four to six year olds to 'People who help us', *Seeing and Doing* (Wednesday, 9.57)

An infant miscellany series, this term featuring new units on 'Invaders' and 'Transport'.

Finding Out (Wednesday, 10.13)
Three programmes on Wales (Spring) and two on Denmark (Summer) have been included to broaden the outlook of seven to nine year olds.

Basic Maths (Wednesday, 10.29)
Resource materials to extend the work of seven to nine year olds in number, shape and measurement.

Over to You (Thursday, 9.40)
This series includes ten new topic-based programmes for eight to ten year olds. Poetry, story, mime and music are presented in a lively form to stimulate creative activity in English and related subjects.

A Place to Live (Thursday, 9.51)
Scheduled for the Summer, this series compares the natural history of a limestone valley and a patch of riverside woodland then features wildlife in Arizona and Israel.

How We Used to Live (Thursday, 10.07)
The period from the end of the war through to the Queen's coronation seen in dramatized form through the eyes of the Hodgkins family. As the series comes closer to the present, eight to thirteen year olds can be more involved in unearthing realia.

Middle English (Thursday, 10.28)

A new series incorporating 'Writers' Workshop' and 'About Books' for nine to twelve year olds. Each programme is self-contained and based on a topic to stimulate reading, writing and talking.

Physics in Action (Friday, 9.56)
A selection of demonstrations and quantitative experiments in Physics for O level and CSE. Includes electro-magnetism, electrostatics and radioactivity.

General interest

In Front of the Children (Saturday, 19.15 BBC2)

Peter Fiddick of the *Guardian* takes an affectionate look at BBC Schools Television output. He presents samples from some of the 1,000 transmissions each year, including a teenage discussion from 'Scene', multi-racial children playing strange instruments from 'Music Time' and a scene from J. B. Priestley's 'An Inspector Calls'.

Children in Crossfire (Sunday, 21.45 BBC1)

A repeat of the grim programme about the children of Derry and Belfast and its sequel 'A Bright Brand' New Day ...? which follows the fortunes and misfortunes of nine of the children featured previously.

The English Language (Thursday, 19.25 BBC2)

'English with Subtitles' investigates Anglo-Saxon English, the word bank for our contemporary language, and the way it absorbed the influence of Viking and Norman invasions and French and Latin infiltrations.



A Christmas Carol, St Martin-in-the-Field, London



A Christmas Carol, St Martin-in-the-Field



'Peace on earth and goodwill to all men'

INDEPENDENT SCHOOLS

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MIDDLESEX

YORK

Science

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GWENT

READING

Appointments in Scotland

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